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ABSTRACT

This quaterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material, the setting for use of the material, and source of available copies. Abstracts are included under the following sections: Agricultural, Business and Office, Distributive, Health Occupations, Home Economics, Industrial Arts, Technical, Trade and Industrial, and General Vocational and Technical Education. An author index, document number index, and subject indexes are provided. Most of the documents which have not been announced in "Research in Education," are avilable as a separate microfiche set from the ERIC Documents Reproduction Service (VT 011 850). Others are available from the source identified in the abstract. (CD)

ED042930

# ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

## SUMMER 1970

ERIC
CLEARINGHOUSE ON
VOCATIONAL AND
TECHNICAL EDUCATION

VT011834

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Comprehensive and Vocational Education Research, U. S. Office of Education. It serves a catalytic role in establishing consortia to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;

2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;

3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;

4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;

5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and inservice education program;

6. TO PROVIDE A NATIONAL INFORMATION RETRIEVAL, STORAGE, AND DISSEMINATION SYSTEM FOR VOCATIONAL AND TECHNICAL EDUCATION LINKED WITH THE EDUCATIONAL RESOURCES INFORMATION CENTER LOCATED IN THE U. S. OFFICE OF EDUCATION.

ED042930

# Abstracts of
# Instructional Materials
# in
# Vocational and Technical Education

SUMMER 1970

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# PREFACE

Abstracts of Instructional Materials in Vocational and Technical Education (AIM) and the companion publication Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) announce the availability of documents acquired and processed by the ERIC Clearinghouse on Vocational and Technical Education. AIM includes abstracts of materials typically designed for teacher use or student use in the classroom, and annotations of bibliographies or lists of instructional materials. It will be of particular interest to teachers, curriculum specialists, supervisors and administrators involved in the use of instructional materials in the teaching-learning setting, or in curriculum development. ARM incorporates abstracts of research and other materials which are useful to a wide audience of users such as researchers, supervisors, teacher educators, education specialists, administrators, teachers and others who have an interest in vocational and technical education. These publications prepared by the ERIC Clearinghouse on Vocational and Technical Education are published quarterly beginning with the Fall 1967 issue.

The ERIC Clearinghouse on Vocational and Technical Education is a division of the Center for Research and Leadership Development in Vocational and Technical Education located at The Ohio State University and is one of the clearinghouses of the Educational Resources Information Center (ERIC-USOE). With the growth of vocational and technical education programs, there is an increasing need for accessible information that can be used in developing logical chains of reasoning for research activities, for improving school practices and for shortening the theory-practice gap. This Clearinghouse is striving to provide a useful and vital function in dissemination of information on vocational and technical education. ARM and AIM give visibility to a document-based information system which constitutes an on-going data bank of research and resource materials in vocational and technical education. Following are some of the benefits derived from this data base:

* A central source of information to be reviewed and synthesized into state-of-the-art papers, critical reviews, interpretive papers, etc.

* A resource which includes different kinds of materials, e.g., instructional materials, descriptive reports, survey reports, dissertations, conference proceedings, program plans or procedures, research reports.

* Provision for availability of primary source materials through the ERIC Document Reproduction Service (EDRS) and/or other distribution agencies.

* A source of bibliographies and a resource for development of bibliographies.

* A source of materials for different user groups (i.e., administrators, supervisors, teacher educators, teachers, legislative and advisory bodies) with information needs in such diverse areas as teaching and learning, manpower needs and requirements, research design and methodology, evaluation.

Since this Clearinghouse is a component of a larger information system, ERIC, it is logical that certain similarities among publications exist. In this regard the format of ARM and AIM is similar to that of Research in Education (RIE)[1], the primary publication of the Educational Resources Information Center (ERIC). RIE

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[1]Research in Education is published 12 times a year. The first issue was no. 1, November 1966. Subscription: Domestic $21.00 a year; foreign $5.25 additional. Single copy: Domestic, $1.75. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

includes abstracts from all ERIC Clearinghouses. The abstracts of materials reported in AIM relate specifically to the educational field of vocational and technical education and constitute a segment of ERIC, the national information system for American education.

In addition to the two quarterly publications, Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), and Abstracts of Instructional Materials in Vocational and Technical Education (AIM), other publications will be issued from time to time. These will typically concern themselves with reviewing and synthesizing information in specific areas of vocational and technical education, e.g., Review and Synthesis of Research in Technical Education; Agricultural Education; Home Economics, etc., and with reviewing and synthesizing information related to topical areas such as the economics of vocational and technical education.

We are indebted to our colleagues within the profession for their cooperation in forwarding materials to the clearinghouse and for their suggestions and comments which have materially assisted in the development of this program. We anticipate further refinement and improved procedures with the continued assistance of our advisory committee.

Robert E. Taylor
Director

## Organization of ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Abstracts of Instructional Materials in Vocational and Technical Education relies upon two basic formats--resumes and indexes--to serve the browser and those seeking specific information. The resumes are organized according to vocational service groupings in the first section of the document. Under each grouping, the resumes are arranged by Vocational Technical (VT) number which is an identification number assigned to reports as they are processed. Resumes contain an abstract which indicates the contents of a document in two hundred words or less. Additional components of a resume are explained in a diagram on page ix immediately preceding the resume section.

Several indexes are located after the resume section to provide specific approaches to documents reported in the resume section. These indexes are:

Subject and Identifier Index
Personal and Institutional Author Index
Document Number Index
Conversion of Document Number (VT to ED or MP, ED or MP to VT)

All of the indexes refer to page numbers in this publication to enable the reader to quickly locate any resume of interest.

## Availability of AIM

AIM is published quarterly (Fall, Winter, Spring, Summer). The first issue began Fall 1967. At this time the four issues for the period Fall 1967 - Summer 1968 and the AIM-ARM Annual Indexes are available only on microfiche or facsimile copy. Annual subscriptions are available beginning with Fall 1968. Microfiche or facsimile copy for all previous issues may be ordered from ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Please write to EDRS for order forms.

| | | | | | |
|---|---|---|---|---|---|
| ED 013 337 | Fall 1967 AIM | MF - $ .75 | or | HC - $ 9.35 |
| ED 015 336 | Winter 1967 AIM | MF - $1.00 | or | HC - $10.50 |
| ED 017 745 | Spring 1968 AIM | MF - $ .75 | or | HC - $ 9.95 |
| ED 020 441 | Summer 1968 AIM | MF - $ .75 | or | HC - $ 8.95 |
| ED 022 064 | AIM-ARM Annual Index 1967-68 | MF - $ .50 | or | HC - $ 6.30 |
| ED 023 936 | Fall 1968 AIM | MF - $ .75 | or | HC - $ 9.30 |
| ED 028 302 | Winter 1968 AIM | MF - $ .75 | or | HC - $ 8.45 |
| ED 030 769 | Spring 1969 AIM | MF - $ .75 | or | HC - $ 8.70 |
| ED 032 433 | Summer 1969 AIM | MF - $ .75 | or | HC - $ 8.30 |
| ED 034 075 | Fall 1969 AIM | MF - $ .75 | or | HC - $ 8.90 |
| ED 036 652 | AIM-ARM Annual Index 1968-69 | MF - $ .50 | or | HC - $ 5.80 |
| ED 037 584 | Winter 1969 AIM | MF - $ .75 | or | HC - $ 8.50 |

Subscriptions for hard copy may be initiated with the Fall 1968 issue, or subsequent issues. Send order indicating quarter and year that subscription is to begin to:

AIM-ARM
ERIC Clearinghouse
The Center for Vocational and Technical Education
1900 Kenny Road
Columbus, Ohio 43210

## Availability of Materials Reported in AIM

A basic concept of the ERIC system is to make known the availability of the full text of materials abstracted. Most of the materials processed into the ERIC system with an ERIC Document (ED) number will be available from the ERIC Document Reproduction Service (EDRS) in the form of microfiche or facsimile copy. There is an EDRS availability line with each abstract which indicates if a document may be obtained from EDRS. Microfiche or facsimile copy must be ordered by ED (ERIC Document) number since EDRS is not set up to respond to requests for materials by subject, author, or title. If a document is not available from EDRS, the agency and address from which the document may be obtained is in the resume. AIM and ARM indexes can be used to determine ED numbers which relate to problem areas. Always check the most current issue of RIE in the section, How to Order ERIC Document Reproductions for the latest price schedules and ordering procedure for microfiche (MF) and facsimile copy, called hard copy (HC).

Materials with ED numbers are announced in Research in Education (RIE) as well as AIM or ARM. These are available as individual documents through EDRS or another source. Documents with VT numbers only are not announced in RIE but are included in AIM and ARM. They are not available as individual documents from EDRS but as part of a VT-ERIC set. Microfiche for an individual document in one of these sets is obtainable only through purchase of the set or from agencies that have this set and have the capability of reproducing microfiche. Reports in these sets are identified in the resume by the phrase MF AVAILABLE IN VT-ERIC SET. The documents are grouped in VT number sequence in the microfiche set for each issue of AIM or ARM. Each set is announced in RIE under a single (ED) number. The Fall 1967 - Summer 1968 Microfiche Collections contain documents with VT numbers only and ED documents. Beginning with Fall 1968, the microfiche set contains the documents which have only VT numbers. Thus the microfiche collection for a particular issue of ARM now contains the items in that issue of AIM which have the statement, MF AVAILABLE IN VT-ERIC SET, in the resume. These sets may be ordered from EDRS. Information to be used in ordering the sets for AIM follows:

### AIM Microfiche Collections

| AIM | ED Number | Microfiche |
|---|---|---|
| Fall 1967 | ED 013 339 | $22.25 |
| Winter 1967 | ED 015 349 | $40.25 |
| Spring 1968 | ED 017 746 | $54.00 |
| Summer 1968 | ED 020 442 | $53.00 |
| Fall 1968 | ED 022 971 | $38.50 |
| Winter 1968 | ED 028 305 | $41.00 |
| Spring 1969 | ED 030 770 | $58.00 |
| Summer 1969 | ED 032 434 | $86.00 |
| Fall 1969 | ED 034 074 | $70.00 |
| Winter 1969 | ED 037 585 | $58.75 |

It should be noted that organizations which have standing orders with EDRS for the total microfiche collections in RIE will automatically receive the ARM and AIM microfiche collections. If an organization wishes to order only the materials abstracted by VT-ERIC which are announced in RIE and are on microfiche, a standing order may be initiated with EDRS for a VT-ERIC package. This package will automatically include the ARM and AIM microfiche collections. Contact EDRS for information about cost of current or retrospective VT-ERIC packages.

## Availability Key for Materials Reported in AIM

| Accession Number | Availability on Microfiche |
|---|---|
| ED number supplied | ERIC Document Reproduction Service (EDRS) provided that the information is shown on EDRS price line. |
| ED appears with reference to an RIE issue (e.g., ED (See Aug. '69 RIE) | If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of AIM will include numbers for documents listed with an ED and RIE date in the previous issue. |
| VT number only supplied | Available on microfiche in VT-ERIC set from EDRS as indicated. |
| Items not available through EDRS or in a VT-ERIC set will usually have a source of availability cited on the availability line in the abstract. | |

## ERIC Document Reproduction Service (EDRS)

The ERIC Document Reproduction Service (EDRS) is operated by The National Cash Register Company. Request order forms from:

EDRS
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

Prices for microfiche and/or hard copy undergo occasional changes which become effective when announced in Research in Education. EDRS prices cited in AIM and ARM reflect the prices in effect at the time of publication. Retrospective use of AIM and ARM requires attention to the most recent price schedules and ordering information which is available in a current issue of RIE.

## Scope of the Clearinghouse

The Clearinghouse on Vocational and Technical Education is responsible for acquiring, processing, and disseminating through the ERIC system, research reports, instructional materials, information analysis products and other resource materials related to vocational and technical education. In addition to this general area, coverage includes the specific occupational fields of agricultural education, business and office occupations education, distributive education, health occupations education, home economics education, technical education, trade and industrial education, and new sub-professional fields. The clearinghouse scope also encompasses the related fields of industrial arts education, manpower economics, occupational

psychology, and occupational sociology. The following subject categories when specifically oriented to vocational-technical education and its related fields are included in the scope of the clearinghouse: administration and supervision, curriculum, employment and occupations, evaluation and measurements, facilities and equipment, historical studies, individuals with special needs, instructional materials and devices, philosophy and objectives, research design and development, occupational guidance and other student personnel services, students, teachers, teacher education, teaching and learning.

## Acquisitions

The adequacy of information in this publication, as well as other services of this clearinghouse, is directly related to the extensiveness of the information acquired and processed into the system. This Clearinghouse has assumed the initiative in obtaining as much of the available information as possible. However, it is impossible for any organization to achieve complete and comprehensive coverage of a field as vast as vocational education without the cooperation and assistance of the profession. The growth and ultimate effectiveness of the system require supplemental efforts of its users. Any person in the vocational or technical field is invited to forward to the Clearinghouse two copies of items relating to vocational-technical education for possible inclusion in the system. Questions relating to this endeavor should be directed to the Acquisitions Specialist at the Clearinghouse.

## Abbreviations

| | |
|---|---|
| AIM | Abstracts of Instructional Materials in Vocational and Technical Education |
| ARM | Abstracts of Research and Related Materials in Vocational and Technical Education |
| ED | ERIC Document |
| EDRS | ERIC Document Reproduction Service |
| ERIC | Educational Resources Information Center |
| HC | Hard copy |
| MF | Microfiche |
| RIE | Research in Education |
| VT | Vocational-Technical |

# SAMPLE RESUME

Accession Number--an identification number sequentially assigned to reports as they are processed

Author(s)--the individual(s) who prepared the report.

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hardcopy.

Report Number

If item cited appeared originally in a journal, a journal citation would appear here.

Publication Date

Total number of printed pages in the report, including cover and appendices.

Identifier, if any--acronyms, geographical areas, conferences, organizations, tests (e.g. Binet), etc. Only the major identifiers preceded by an asterisk are printed in the index.

Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, means of development, subject-matter content, teacher competency, student requirements, and description of supplementary materials if available.

VT 002 079 ED 017 657

Karnes, James B.

Medical Record Technology, A Course of Study Designed for Cooperative Part-Time Students Employed in Medical Record Libraries.

Missouri State Dept. of Education, Jefferson City. Industrial Education Section
Missouri Univ., Columbia. Dept. of Industrial Education

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.

Industrial Education, 103 Industrial Education Building, University of Missouri, Columbia, Missouri 65201 ($1.50).

Pub Date - Aug64 136p.

*STUDY GUIDES; *HEALTH OCCUPATIONS EDUCATION; GRADE 11; POST SECONDARY EDUCATION; ASSIGNMENTS; *COOPERATIVE EDUCATION; STUDENT RECORDS; *MEDICAL RECORD TECHNICIANS

Designed for use by eleventh grade cooperative part-time students employed in medical record libraries, this guide may also be used in area vocational or post-high school settings. It was developed by a consultant committee, teacher educators, and research assistants at the state level and revised after use in the field... .....An analysis of medical record technology and progress records to be completed by the employer, teacher, and student are included. The material should be used with related instruction for individual students by a qualified coordinator or competent health occupations teacher. (JK)

If ED is followed by numbers, item has been announced in Research in Education. If ED is not followed by numbers, the issue of RIE in which the abstract is scheduled to appear follows the ED prefix.

Title of report.

Institutional source--the organization responsible for the report.

Sponsoring Agency--would appear here if different than Institutional Source.

Grant Number and Program Area Number would also appear on this line.

Commercial, institutional, and other sources of availability if known at time of printing. Cost is included.

Descriptors--the subject terms assigned by an indexer to characterize the contents of a report. Only the major terms, those preceded by an asterisk, are printed in the index.

Abstractor's Initials.

Availability Key for Materials Reported in AIM

| Accession Number: | Availability on Microfiche |
|---|---|
| ED number supplied | ERIC Document Reproduction Service (EDRS) provided the information is shown on EDRS price line. |
| ED appears with reference to an RIE issue (See Nov. '69 RIE) | If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of AIM will include numbers for documents listed with an ED and RIE date in the previous issue. |
| VT number only supplied | Available on microfiche in VT-ERIC set from EDRS as indicated. |

Items not available through EDRS or in a VT-ERIC set will usually have a source of availability cited on the availability line in the resume.

ERRATA

1. In VT 009 180, appearing on page 364 of AIM Spring 1970, the identifier was erroneously listed as VOCATIONAL INDUSTRIAL ARTS CLUBS OF AMERICA. The correct identifier is:

   VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

2. In VT 009 678, appearing on page 345 of AIM Spring 1970, the price statement should read:

   DOCUMENT NOT AVAILABLE FROM EDRS.

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# AGRICULTURAL EDUCATION SECTION

VT 000 275
Gaspard, Curren J., And Others
A Training Program for Vocational Agriculture in Agricultural Service.

Louisiana State Dept. of Education, Baton Rouge. Vocational Education Div.
Louisiana State Univ., Baton Rouge

PUB DATE - 64 97p.

*CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; *SERVICE OCCUPATIONS; AGRICULTURAL ENGINEERING; AGRICULTURAL PRODUCTION; BUSINESS SKILLS; GRADE 11; GRADE 12

Prepared in a 6-week curriculum workshop concerned with developing training programs for off-farm agricultural occupations, this curriculum guide is for use in planning and implementing 11th- and 12th-grade courses in agricultural services through a team-teaching approach. Contents of the 520-hour course include seven instructional units grouped under these general subject areas: applied agricultural mechanics, applied agricultural production, and applied business principles and procedures basic to agricultural service. Unit headings are: (1) Farm Mechanics, (2) Agronomy, (3) Advanced Animal Husbandry, (4) Advanced Plant Husbandry, (5) Forage Crops, (6) Forestry Management, and (7) Farm Management. Objectives, content, time allotment, competencies to be developed, student motivation and activities, teaching outline and suggestions, references, and evaluations are given for each unit. (AW)

VT 000 277
Burns, James L., And Others
A Training Program for Vocational Agriculture in Crops, Forestry, and Soil Conservation.

Louisiana State Dept. of Education, Baton Rouge. Vocational Education Div.
Louisiana State Univ., Baton Rouge

PUB DATE - ND 135p.

*CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; OFF FARM AGRICULTURAL OCCUPATIONS; *SOIL CONSERVATION; *FORESTRY; *FIELD CROPS; GRADE 11; GRADE 12

Developed in a 6-week curriculum workshop by vocational agriculture instructors and instructors of supporting services, this guide is for teacher use in planning and implementing 11th and 12th grade training programs for off-farm employment in crops, forestry, and soil conservation. Contents of the 520-hour course include 15 units grouped under the general headings of applied agriculture mechanics, applied agriculture production, and applied business principles and procedures basic to crops, forestry, and soil conservation. Some representative unit titles are: (1) Farm Survey, (2) Welding, (3) Grading, Processing, and Storing of Crops and Forestry Products, (4) Forestry Management and Soil Conservation, (5) Human Relations Involved in Successful Performance in Jobs Related to Crops and Forestry Products, (6) Business Mathematics, (7) General Principles of Business, and (8) Legal Information. Units include content, time allotment, objectives, competencies to be developed, student motivation, teaching suggestions and outline, student activities, references and teaching aids, and evaluation. (AW)

VT 000 279
Burns, Van H., And Others
A Training Program for Vocational Agriculture in Farm Service.

Louisiana State Dept. of Education, Baton Rouge. Vocational Education Div.
Louisiana State Univ., Baton Rouge

PUB DATE - ND 164p.

*CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; *SERVICE OCCUPATIONS; GRADE 11; GRADE 12

Prepared in a 6-week curriculum workshop to develop training programs for off-farm agricultural occupations, this curriculum guide is designed to aid in planning and implementing 11th and 12th grade courses in farm service. Under the three general subject areas of agricultural mechanics, agricultural production, and business principles and procedures basic to farm service, 21 instructional units covering 520 hours are provided, including units on: (1) Small Engines and Equipment, (2) Farm

Welding, (3) Farm and Home Conveniences and Sanitation, (4) Farm Surveying, (5) Breeding of Livestock, (6) Feeding Livestock and Poultry, (7) Farm Custom and Rental Services, (8) Sanitation Policies and Regulations, (9) Planning Farmstead and Layout, (10) Processing and Distributing Agricultural Products, and (11) Orientation and Scope of Farm Services. Units contain content, objective, time allotment, competencies to be developed, student motivation and activities, teaching outline and suggestions, references, and evaluation. (AW)

VT 000 280
Donaldson, C. Fred, And Others
A Training Program for Vocational Agriculture in Farm Supplies and Equipment.

Louisiana State Dept. of Education, Baton Rouge. Vocational Education Div.
Louisiana State Univ., Baton Rouge.

PUB DATE - ND 166p.

*CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; *AGRICULTURAL SUPPLIES; *EQUIPMENT; GRADE 11; GRADE12

Prepared in a 6-week curriculum workshop concerned with developing high school training programs in off-farm agricultural occupations, this guide is intended for teacher use in planning and implementing courses in farm equipment and supplies for grades 11 and 12. Contents of the 520-hour course include 18 instructional units grouped under the general subject areas of applied agricultural mechanics, applied agricultural production, and applied business procedures and principles basic to farm supplies and equipment. Some units covered are: (1) Livestock Equipment and Supplies, (2) Agricultural Hardware, (3) Feeds, (4) Fertilizers, (5) Agricultural Chemicals, (6) Pet Market and Veterinarian Supplies, (7) Garden Centers, (8) Orientation to Supervised Occupational Experience Program, (9) Financial Record Keeping and Procedures, and (10) Agricultural Salesmanship. Each unit provides content, objective, time allotment, competencies to be learned, student motivation and activities, teaching outline and suggestions, references, and evaluation. Teaching aids and film and filmstrip scurces also are given. (AW)

VT 000 281
Burns, James L., And Others
A Training Program for Vocational Agriculture in Ornamental Horticulture.

Louisiana State Dept. of Education, Baton Rouge. Vocational Education Div.
Louisiana State Univ., Baton Rouge

PUB DATE - ND 135p.

*CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; *ORNAMENTAL HORTICULTURE; *ORNAMENTAL HORTICULTURE OCCUPATION; *OFF FARM AGRICULTURAL OCCUPATIONS; AGRICULTURAL ENGINEERING; AGRICULTURAL PRODUCTION; BUSINESS SKILLS; GRADE 11; GRADE 12

Designed to aid in planning and implementing 11th and 12th grade ornamental horticulture courses, this curriculum guide was prepared in a 6-weeks curriculum workshop responsible for developing training programs for off-farm agricultural occupations. Designed for a team-teaching approach, the 17 instructional units are grouped under three general headings: applied agricultural mechanics, applied agricultural production, and applied business principles and procedures basic to ornamental horticulture. Unit topics include: (1) Selection, Care, Operation, and Maintenance of Small Engines and Equipment, (2) Using and Caring for Ornamental Plants, Materials, and Landscape Structures, (3) Landscape Design, (4) Growing Horticultural Plants, (5) Establishing and Caring for Lawns and Turf, (6) Recognizing and Controlling Plant Pests, (7) Human Relations, (8) General Principles of Business, and (9) Legal Information. Each unit gives objectives, content, student motivation and activities, time allotment, competencies to be developed, teaching outline and suggestions, references and teaching aids, and evaluation. (AW)

VT 000 367
Sellers, L.L.; Lewis, H.N.
Beef Cattle Production, Sales and Service (A Student Study Guide). Agribusiness Education Series.

Alabama State Dept. of Education, Montgomery. Agricultural Education Service

PUB DATE - Feb66 14p.

*STUDY GUIDES; *CATTLE; ANIMAL SCIENCE; LIVESTOCK; AGRICULTURAL PRODUCTION; *VOCATIONAL AGRICULTURE; MARKETING; SERVICES; SECONDARY GRADES

Secondary students can use this as a supervised or individual study guide. It lists study questions for breeding, feeding, management, marketing, livestock services, and laws applicable to livestock farming. Suggested learning activities and additional references are given for each topic. A course outline is VT 000 368, also in this issue. (EM)

VT 000 368
Sellers, L.L.; Lewis, H.N.
Beef Cattle Production, Sales and Service (A Specialized Course Outline for Vocational Agriculture Students).

Alabama State Dept. of Education, Montgomery. Agricultural Education Service

PUB DATE - 66 13p.

*VOCATIONAL AGRICULTURE; AGRICULTURAL PRODUCTION; MARKETING; SERVICES; SUPERVISED FARM PRACTICE; AGRICULTURAL ENGINEERING; *CURRICULUM GUIDES; *CATTLE; LIVESTOCK; SECONDARY GRADES
FUTURE FARMERS OF AMERICA; FFA

Teaching units are outlined for the following topics: (1) occupational opportunities, (2) breeding, (3) feeding, (4) management, (5) marketing, (6) livestock services, (7) legislation and regulation, (8) supervised practice, (9) farm mechanics, (10) Future Farmers of America contests and awards, and (11) leadership training. Suggested laboratory experiences and references to a 28 item bibliography are given for each unit. A student study guide is VT 000 367, also in this issue. (EM)

VT 000 528
Hutchinson, James
Suggestions for Orienting Vocational Agriculture Students to Employment Opportunities in Farm Based Businesses and Agencies (A Unit of Instruction Providing Basic Information about Non-Farm Agriculture). Ag. Ed. no. 5.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education
Louisiana State Dept. of Education, Baton Rouge. Vocational Agricultural Section

PUB DATE - Feb65 167p.

*VOCATIONAL AGRICULTURE; *SUPPLEMENTARY TEXTBOOKS; EMPLOYMENT TRENDS; *OCCUPATIONAL INFORMATION; *OFF FARM AGRICULTURAL OCCUPATIONS

The increasing complexity of the work world and its consequent requirement of changing secondary school programs dictated the content of this textbook for high school students. The information is presented in textual form for student use and organized into six lessons with a topical outline preceding each lesson. Subject matter includes: (1) population and work, (2) youth and work, (3) job outlook for youth in agriculture, (4) employment information, (5) agricultural business organization, and (6) agricultural business operations. Examples, tables, graphs, and text are used to convey the information. (JM)

VT 000 544
A Program of Farm Management Education for Family Farm Operators.

Saint Cloud Area Vocational School, Minn.
Minnesota State Dept. of Education, St. Paul. Vocational Education Section

Area Vocational Agriculture Coordinator, Technical High Building, Saint Cloud, Minnesota.
PUB DATE - ND 10p.

*PROGRAM GUIDES; *FARM MANAGEMENT; PROGRAM DEVELOPMENT; *ADULT FARMER EDUCATION; *FARMERS; *FARM ACCOUNTS; AREA VOCATIONAL SCHOOLS

The purpose of this material is to introduce to farm families the farm management instructional program existing in high schools and area vocational schools in the state. The document defines farm management, lists program objectives, explains class schedules, describes course content, explains the farm business analysis service, and describes the relationship to cooperating agencies. (JM)

VT 001 432
Clark, Raymond, And Others
Demonstrations in Ornamental Horticulture and Plant Science.

Michigan State Univ., East Lansing. Coll. of Education

PUB DATE - 66 71p.

*AGRICULTURAL EDUCATION; *ORNAMENTAL HORTICULTURE; *ORNAMENTAL HORTICULTURE OCCUPATION; *DEMONSTRATIONS (EDUCATIONAL); *TEACHING GUIDES; PLANT PROPAGATION; PLANT SCIENCE; GLOSSARIES; BIBLIOGRAPHIES; ILLUSTRATIONS

Designed by an instructional materials specialist in cooperation with technical authorities at Michigan State University, these educational demonstrations may be used by teachers or students in studying the principles of propagation, plant growth, and the effect of environment on plants. Demonstrations include: (1) Seed Sowing, (2) Seed Germination, (3) Watering, (4) Propagation of Bulbs, (5) Potting and Transplanting, (6) Construction and Preparation of Propagating Systems, (7) Making Cuttings of Herbaceous Plants, (8) Asexual Propagating and Grafting, (9) Forcing Bulbious Plants, (10) The Use of Soil as Culture to Determine Mineral Nutrients of Plants, (11) The Effect of Light Intensity on Plant Growth, (12) The Effect of Photoperiod on the Flowering of Herbaceous Plants, (13) The Effect of Temperature on Vegetative Growth, (14) The Effect of Temperature on the Flowering of Herbaceous Plants, (15) Growth Regulators, (16) Fertilizer Application, and (17) Plant Breeding Techniques and Sexual Propagation. Demonstrations may be conducted in a greenhouse or on a classroom growing table. Objectives, materials, precautions, procedures, and applications are given for each demonstration. The document is illustrated with drawings and photographs and a bibliography and glossary are appended. (DM)

VT 002 386
McClure, W.W.
Farm Arc Welding, Advanced; A Guide for Course Planning. Adult Farmer Education in Vocational Agriculture. AF 2.2-B.

North Carolina State Board of Education, Raleigh. Curriculum Lab.

PUB DATE - Jan65 30p.

*CURRICULUM GUIDES; *AGRICULTURAL EDUCATION; *ADULT FARMER EDUCATION; *AGRICULTURAL ENGINEERING; *WELDING; FARMERS; WELDERS; CURRICULUM PLANNING

Developed by a professor of agricultural engineering and revised by a curriculum materials specialist, this course outline is designed to aid teachers of adult vocational agriculture courses in providing advanced experiences in the use of arc welding and its application to farm construction and repair. Topics covered in the 24-hour course include: (1) Introduction and Review--Arc Welding Process, (2) Striking an Arc and Running a Bead, (3) Electrodes, (4) Metals, (5) Controlling Distortion, (6) Vertical, Horizontal and Overhead Welding, (7) Cutting, Piercing Holes and Shaping, (8) The Carbon-Arc Torch, Heating, Brazing and Soldering, (9) Shaping and Welding Pipe, Tubing, and Structural Steel, (10) Welding Cast Iron, (11) Hard Surfacing, and (12) Welding Unlike Metals. Suggestions for conducting the course and arrangement of topics also are given. References, resource materials and a topic planning sheet are appended. (AW)

VT 004 558
Boykin, William C., Sr., Ed.
Student Teaching in Vocational Agriculture.

Alcorn A and M Coll., Lorman, Miss. Div. of Vocational Education

PUB DATE - Aug65 38p.

*STUDENT TEACHERS; *STUDENT TEACHING; *MANUALS; *VOCATIONAL AGRICULTURE; *TEACHER EDUCATION; COOPERATING TEACHERS; PRESERVICE EDUCATION

Developed to assist student teachers during their field experience, this manual contains: (1) an introduction to student teaching, (2) the Mississippi plan for student teaching, (3) suggestions to student teachers, (4) suggestions to supervising teachers, (5) participating experiences, and (6) suggestions for evaluating and reporting. Forms are included for rating student teachers and surveying a local department of agriculture. The document is mimeographed. (DM)

VT 005 831
Participating Experiences for Prospective Teachers of Vocational Agriculture.

Iowa State Univ., Ames. Dept. of Education

PUB DATE - 65 27p.

*STUDENT TEACHERS; *STUDENT TEACHING; *MANUALS; *VOCATIONAL AGRICULTURE; *TEACHER EDUCATION; PRESERVICE EDUCATION; VOCATIONAL AGRICULTURE TEACHERS; COOPERATING TEACHERS TEACHERS
IOWA

This list of participating experiences for prospective teachers ofvocational agriculture contains: (1) Objectives of Supervised Teaching, (2) Recommended Supervision Procedures, (3) Information the Supervising Teacher Needs Regarding the Trainee, (4) Information the Student Teacher Needs Regarding the School and Community, (5) Establishing Community Relationships, (6) Planning Department Program, (7) Selecting Students, (8) Organizing and Maintaining Physical Facilities, (10) Teaching and Supervising Farming and Employment Training Programs of Day Class Students, (11) Teaching Young and Adult Farmer Classes, (12) Advising an FFA Chapter, (13) Developing a Departmental Guidance Program, (14) Participating in Other School Activities, (15) Keeping Records and Making Reports, (16) Developing, Promoting and Publicizing the Program, (17) Evaluating the Effectiveness of the Program, (18) Administering the Local Department, and (19) Improving Professionally. The document is mimeographed and contains five miscellaneous evaluation report forms. (DM)

VT 007 182 ED 037 521
Miller, Dwane G., And Others
Transparency Masters for Crop and Weed Identification. Final Report.

Washington State Univ., Pullman
Washington State Coordinating Council for Occupational Education, Olympia
Office of Education (DHEW), Washington, D.C.

PUB DATE - Jun68 220p.

*TRANSPARENCIES; *VOCATIONAL AGRICULTURE; INSTRUCTIONAL MATERIALS; *PLANT SCIENCE; *PLANT IDENTIFICATION; *WEEDS; AGRONOMY; RESEARCH PROJECTS

Instructional aids produced from these transparency masters and the accompanying narrative may be used by vocational agriculture teachers in presenting courses in plant science. They were develcped by subject matter specialists and teacher educators as part of a project designed to test effects of involving vocational agriculture teachers in development and experimental use of instructional materials. Included with the transparencies are introductory material on the project, the method of research, and the results, as well as recommended uses of the masters and teaching suggestions. The transparencies are grouped under five subject areas: (1) General Plant Morphology and Structure, (2) Cereal Crops, (3) Legumes, (4) Grasses, and (5) Weed Identification. Samples of letters and questionnaires used in the research are appended. (AW)

VT 007 878 ED 028 268
Forest Technology: A Suggested 2-Year Post High School Curriculum.

Office of Education (DHEW), Washington, D.C.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280:80054, $1.25).
PUB DATE - Nov68 151p.

*AGRICULTURAL TECHNICIANS; *PROGRAM GUIDES; CURRICULUM GUIDES; *FORESTRY; *TECHNICAL EDUCATION; *AGRICULTURAL EDUCATION; PROGRAM CONTENT; EDUCATIONAL FACILITIES; EDUCATIONAL EQUIPMENT; OCCUPATIONAL INFORMATION; PROGRAM DEVELOPMENT; PROGRAM ADMINISTRATION; RESOURCE MATERIALS

Developed by educators, professional foresters, employers, and U.S. Office of Education personnel, this curriculum guide was designed to assist school administrators, advisory committees, supervisors, and teachers in planning and developing new programs or evaluating existing programs in forest technology. The content includes sections on: (1) The Technician's Work, Education, and Opportunities, (2) General Program

Considerations, (3) Faculty, (4) Student Selection and Services, (5) Forest Land, Laboratory Equipment, and Facilities, (6) Textbooks, References, and Visual Aids, (7) Scientific and Technical Societies and Associations, (8) Advisory Committees and Services, (9) The Curriculum, (10) Course Outlines, (11) The Library, (12) Facilities, Equipment, and Cost, and (13) Bibliography. Outlines are included for 12 Technical courses, three mathematics and science courses, five supporting technical courses, and four general courses. The appendix includes a selected list of organizations and associations pertinent to the education of forest technicians. This is a revision of ED 021 063 (VT 005 019, AIM Winter 1968). (DM)

VT 009 665
Selected Reference Books for Departments of Vocational Agriculture. Service Bull. No. 10.

Arizona Univ., Tucson. Dept. of Agricultural Education

PUB DATE - Jan69 20p.

*BIBLIOGRAPHIES; *VOCATIONAL AGRICULTURE; *REFERENCE BOOKS; SECONDARY GRADES

This list is intended to serve as a guide for teachers and administrators in selecting reference books for departments of vocational agriculture in Arizona. Asterisks precede references that are rated as useful in every department library in the state. The bibliographic citations are keyed to a list of publishers and distributors in the front of the book. References are listed for the following major topics with subtopics for most: (1) Agricultural Economics, (2) Agronomy and Soils, (3) Animal Science, (4) Agricultural Mechanization, (5) Future Farmers of America, (6) General Agricultural and Related Subjects, (7) Guidance and Vocations, (8) Horticulture, (9) Insects and Plant Diseases, (10) Professional, and (11) Supervised Farming Programs. This is a revision of Service Bulletin No. 4. announced as VT 000 350 (AIM Fall 1967). (DM)

VT 009 666
Selected Bulletins for Departments of Vocational Agriculture. Service Bull. No. 11.

Arizona Univ., Tucson. Dept. of Agricultural Education

PUB DATE - Feb69 30p.

*BIBLIOGRAPHIES; *VOCATIONAL AGRICULTURE; *BULLETINS; *INSTRUCTIONAL MATERIALS; SECONDARY GRADES

This publication is for use by teachers in selecting reference bulletins for departments of vocational agriculture in Arizona. It lists U.S. Government publications and state agricultural experiment station and extension bulletins and circulars. Bulletins recommended by the author for every department library in Arizona in sufficient quantities for student use are preceded by an asterisk. The bibliographic citations are keyed to a source list in the front of the document. The bulletin listing is classified according to the filing system for Arizona departments of vocational agriculture. (DM)

VT 009 712
Agricultural Business; A Curriculum Guide for Agricultural Education.

Virginia State Dept. of Education, Richmond. Agricultural Education Service
Virginia Polytechnic Inst., Blacksburg. Agricultural Education
Virginia State Coll., Petersburg. Agricultural Education

Agricultural Education Service, State Department of Education, Richmond, Virginia 23216 ($.50).
PUB DATE - 69 34p.

*STATE CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; *AGRICULTURAL SUPPLIES; *AGRICULTURAL SUPPLY OCCUPATIONS; OFF FARM AGRICULTURAL OCCUPATIONS; COOPERATIVE EDUCATION; BIBLIOGRAPHIES; FACILITY GUIDELINES; GRADE 11; GRADE 12

Designed as a 2-year course following Agricultural Science and Mechanics I and II (VT 009 773, also in this issue), this curriculum guide was developed by state staff, reviewed by teachers and professional industry representatives, tested through developmental programs, and refined and approved by a curriculum committee of the state board of education. Teachers and school administrators should use this outline in developing related instruction for an occupational program in agricultural supplies and services. Students should recieve a minimum of 160 hours of class instruction per year

and a minimum of 450 hours per calendar year at the agricultural business training station. In addition to the course outlines suggested, curriculum references and instructional aids are appended. (DM)

VT 009 713
Ornamental Horticulture; A Curriculum Guide for Agricultural Education.

Virginia State Dept. of Education, Richmond. Agricultural Education Service
Virginia Polytechnic Inst., Blacksburg. Agricultural Education
Virginia State Coll., Petersburg. Agricultural Education

Agricultural Education Service, State Department of Education, Richmond, Virginia 23216 ($.50).
PUB DATE - 69 50p.

*STATE CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; *ORNAMENTAL HORTICULTURE; *ORNAMENTAL HORTICULTURE OCCUPATION; GREENHOUSES; BIBLIOGRAPHIES; FACILITY GUIDELINES; GRADE 11; GRADE 12; PLANT SCIENCE

The primary purpose of this course is to prepare high school students in the skills and attitudes required for employment in the field of ornamental horticulture and related occupations and to assist students in securing employment and advancement. It was developed by a state staff, reviewed by teachers and professional industry representatives, tested through developmental programs, and refined and approved by a curriculum committee of the state board of education. The outline covers 800 to 900 hours of in-school instruction following agricultural Science and Mechanics I and II (VT 009 733, also in this issue). Students should plan occupational experience in the greenhouse, lathe house, home plot, school plot or nearby ornamental horticulture business. Local advisory groups should be consulted relative to training emphasis given to various aspects of the course. Suggested instructional materials, references, and facility recommendations are appended. Related guides are VT 009 712-VT 009 716, also in this issue. (DM)

VT 009 714
A Planning Guide for Agricultural Education Programs in Virginia's Public Schools.

Virginia State Dept. of Education, Richmond. Agricultural Education Service
Virginia Polytechnic Inst., Blacksburg. Agricultural Education
Virginia State Coll., Petersburg. Agricultural Education

Agricultural Education Service, State Department of Education, Richmond, Virginia 23216 ($.50).
PUB DATE - 69 42p.

*PROGRAM GUIDES; *AGRICULTURAL EDUCATION; *STATE STANDARDS; *STATE CURRICULUM GUIDES; *AGRICULTURAL OCCUPATIONS; SECONDARY GRADES; YOUNG FARMER EDUCATION; ADULT FARMER EDUCATION; DISADVANTAGED YOUTH

This publication is designed to set forth in condensed form the curriculums for a complete program of agricultural Education and to serve as a guide for teachers, counselors, and school administrators in developing instruction. The program of agricultural education provides for 2 years of instruction in basic agricultural science and mechanics. These courses are followed by appropriate optional courses such as agricultural production, agricultural machinery service, agricultural business, agricultural process and marketing, ornamental horticulture, and conservation and forestry. In addition, programs designed for persons with special needs and adults are offered. More specific curriculum outlines are provided in VT 009 712-VT 009 716 and VT 009 773, all in this issue. (DM)

VT 009 715
Agricultural Production; A Curriculum Guide for Agricultural Education.

Virginia State Dept. of Education, Richmond. Agricultural Education Service
Virginia Polytechnic Inst., Blacksburg. Agricultural Education
Virginia State Coll., Petersburg. Agricultural Education

Agricultural Education Service, State Department of Education, Richmond, Virginia 23216 ($.50).
PUB DATE - 69 18p.

*STATE CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; *AGRICULTURAL PRODUCTION; *FARMERS; GRADE 11; GRADE 12

Developed by state staff personnel, reviewed by teachers and professional industry representatives, tested through developmental programs, and refined and approved by a curriculum committee of the state board of education, this curriculum guide is for use by teachers, counselors and school administrators in course organization and planning for high school vocational agriculture. This program is designed to cover 2 or 3 years, depending upon completion of Agricultural Science and mechanics I and II (VT 009 773, also in this issue). Course outlines are included to cover 400 to 600 hours of in-school instruction. Students should have an occupational interest in agricultural production. This guide should be used in conjunction with Virginia Polytechnic Institute Agriculture Bulletin No. 17, "Teaching Units for Vocational Agriculture in Virginia," 1962, revised. (DM)

VT 009 716
Agricultural Machinery Service; A Curriculum Guide for Agricultural Education.

Virginia State Dept. of Education, Richmond. Agricultural Education Service
Virginia Polytechnic Inst., Blacksburg. Agricultural Education
Virginia State Coll., Petersburg. Agricultural Education

Agricultural Education Service, State Department of Education, Richmond, Virginia 23216 ($.50).
PUB DATE - 69 46p.

*STATE CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; *AGRICULTURAL MACHINERY; *AGRICULTURAL MACHINERY OCCUPATIONS; *AGRICULTURAL ENGINEERING; BIBLIOGRAPHIES; FACILITY GUIDELINES; GRADE 11; GRADE 12

Developed by state staff personnel, reviewed by teachers and professional industry representatives, tested through developmental programs, and refined and approved by a curriculum committee of the State Board of Education, this high school vocational agriculture curriculum guide is for use by teachers, counselors, and school administrators in course planning. It is designed to develop competencies needed for employment in entry positions and advancement in agricultural machinery and equipment operation, and for service in Businesses and on farms. The content includes a course outline, a reference list, and time estimates for each of three courses. Thisguide should be used in conjunction with a set of instructional modules on agricultural machinery and service occupations, prepared by the Center for Vocational and Technical Education, The Ohio State University, (ED 012 761-ED 012 777 or VT 000 488-VT 000 504, all in AIM Fall 1967). The course is designed for 800 To 900 hours of in-school instruction in 100-minute class periods. Agricultural Science and Mechanics I and II (VT 009 773, also in this issue) are prerequisites for students enrolled in the agricultural machinery service curriculum. Suggested instructional materials, references, facilities, and equipment are appended. (DM)

VT 009 773
Agricultural Science and Mechanics I and II; A Curriculum Guide for Agricultural Education.

Virginia State Dept. of Education, Richmond. Agricultural Education Service
Virginia Polytechnic Inst., Blacksburg. Agricultural Education
Virginia State Coll., Petersburg. Agricultural Education

Agricultural Education Service, State Department of Education, Richmond, Virginia 23216 ($.50).
PUB DATE - Jul69 34p.

*STATE CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; *AGRICULTURAL OCCUPATIONS; GRADE 9; GRADE 10

Developed by a state staff, reviewed by teachers and professional industry representatives, tested through developmental programs, and refined and approved by a curriculum committee of the state board of education, this curriculum guide is for use by teachers, counselors, and school administrators in course organization and planning for high school vocational agriculture. Students should be in Grade 8, 9, or 10 for this 360 to 540-hour course. The program covers the first 2 years in the agricultural education curriculum and is a prerequisite for entry into courses taught in the third, fourth, and fifth years. (VT 009 712-VT 009 716, also in this issue). Approximately half of the course is allocated to agricultural mechanics and is designed to provide the student with instruction basic to occupations in which mechanical aptitudes, abilities, and skills are necessary. (DM)

VT 010 167
Holmes, J.S.
Common Forest Trees of North Carolina; How to Know Them. A Pocket Manual.

North Carolina State Dept. of Conservation and Development, Raleigh. Div. of Forestry

North Carolina Forest Service, P.O. Box 2719, Raleigh, North Carolina 27602 ($.25).
PUB DATE - 67 89p.

*RESOURCE MATERIALS; *REFERENCE MATERIALS; *AGRICULTURAL EDUCATION; *TREES; *FORESTRY; CLASSIFICATION

Prepared by a former state forester for the North Carolina Department of Conservation and Development, Division of Forestry, this handbook is intended for use as a reference in identifying common North Carolina trees. Black-and-white illustrations and brief descriptive information on appearance, distinguishing characteristics, and types of area and conditions conducive to their occurrance are given for over 200 different trees. Lists of less important trees and exotic trees found in the state are also included. Entries are indexed alphabetically by common name; scientific names are also supplied for all. (AW)

VT 010 229
Downer, Howard I.
A Guide for Use in Planning Occupational Education Programs in Agricultural Resources; Recommendations for Planning A Course of Study.

Tennessee Univ., Martin

PUB DATE - 69 12p.

*PROGRAM GUIDES; *PROGRAM PLANNING; PROGRAM DESIGN; VOCATIONAL AGRICULTURE; *OCCUPATIONAL INFORMATION; *OFF FARM AGRICULTURAL OCCUPATIONS; CONSERVATION EDUCATION; *NATURAL RESOURCES; PLANT SCIENCE; ANIMAL SCIENCE; SOIL SCIENCE; WATER RESOURCES; AIR POLLUTION CONTROL; SECONDARY GRADES; AREA VOCATIONAL SCHOOLS

For use in planning occupational education programs in agricultural resources for high schools or area vocational schools, this guide includes: (1) a suggested course of study listing areas of instruction, number of periods, and grade level, (2) a list of occupational titles in the agricultural resources field, arranged under the general headings of conservation, protection and regulation, and recreational utilization, and including "Dictionary of Occupational Titles" codes, (3) information on program establishment, covering organization and administrative procedures, and (4) a listing of instructional units presented in outline form. General categories of the instructional outline are (1) Occupational Information and Orientation, (2) Applied Plant Science, (3) Animal Science, (4) Water Management Practices, (5) Soil Management Practices, (6) Air Pollution Protection Practices, (7) Business Management Procedures, and (8) Applied Mechanics for Resource Occupations. (AW)

VT 010 231
Suggestions for Integrating Forestry in the Modern Curriculum; A Conservation Teaching Aid.

Department of Agriculture, Washington, D.C. Forest Service

PUB DATE - Sep68 4p.

*CURRICULUM GUIDES; *AGRICULTURAL EDUCATION; *CONSERVATION EDUCATION; *FORESTRY; ELEMENTARY GRADES; SECONDARY GRADES

This publication was prepared by the U.S. Department of Agriculture, Forest Service, for use as a conservation teaching aid. Set up in outline form, it presents suggestions for introducing and integrating forestry into the academic curriculum on the elementary, junior high, and senior high levels. The vertical margin of the outline lists basic functions, activities, and problems of living (such as making a home, earning a living, conserving and improving physical conditions, and recreational activities), while the horizontal margin identifies the academic level and the aspects of forestry to be emphasized in each one. The elementary curriculum stresses the influence of the forest upon life in the home, school, and community; the junior high curriculum emphasizes individual adaptation to the social and physical environment; and the senior high level is concerned with understanding, controlling, and improving group relationships and trends in modern society. Suggestions for using and adapting the

outline to meet local needs are included. (AW)

VT 010 249
Dalton, L.C.; Richardson, Joe A.
Arc Welding in Vocational Agriculture. Suggested Lesson Plans.

New Mexico State Univ., University Park. Agricultural Education

State Department of Agriculture Education, 130 South Capitol Street, Santa Fe, New Mexico 87501 (single copies available).
PUB DATE - 69 23p.

*LESSON PLANS; *VOCATIONAL AGRICULTURE; *AGRICULTURAL ENGINEERING;*WELDING; *TEACHING GUIDES

These lesson plans and shop exercises are for use by vocational agriculture instructors in teaching arc welding to beginning agricultural mechanics classes. Lessons are on becoming familiar with the arc welder, striking the arc and running beads, and pipe welding. Shop exercises include: (1) Basic Manipulation of the Arc, (2) Starting the Arc, (3) Butt Welding in Flat Position, (4) Fillet Welding in Horizontal and Flat Position, (5) Cutting Metal with Shielded Arc Electrode, (6) Welding Pipe, and (7) Arc Welding Projects. Lesson plans provide objectives, references, motivation, study questions, information summary, and teaching suggestions, and shop exercises give objectives, references, shop time, practice time and materials, and procedures. Numerous line drawings and diagrams illustrate the guide. (AW)

VT 010 250
Dalton, L.C.; Richardson, Joe A.
Gasoline Engines in Vocational Agriculture. Suggested Lesson Plans.

New Mexico State Univ., University Park. Agricultural Education

State Department of Agriculture Education, 130 South Capital Street, Santa Fe, New Mexico 87501 (single copies available).
PUB DATE - 69 10p.

*TEACHING GUIDES; *LESSON PLANS; *VOCATIONAL AGRICULTURE; *AGRICULTURAL ENGINEERING; *ENGINES; AGRICULTURAL MACHINERY

These teacher-developed lesson plans are for use by vocational agricultural instructors in teaching principles of gasoline engines to advanced agricultural mechanics classes. The five lesson topics are: (1) Principles of Engine Operation, (2) Carburetion, (3) Two-Stroke Cycle Engines, (4) Four-Stroke Cycle Engine, and (5) Dissassemble and Reassemble a Gas Engine. Plans include objectives, motivation, study questions, information summary, and teaching suggestions. (AW)

VT 010 252
Dalton, L.C.; Richardson, Joe A.
Woodworking in Vocational Agriculture. Suggested Lesson Plans.

New Mexico State Univ., University Park. Agricultural Education

State Department of Agriculture Education, 130 South Capitol Street, Santa Fe, New Mexico 87501 (single copies available).
PUB DATE - 69 14p.

*TEACHING GUIDES; *LESSON PLANS; *AGRICULTURAL ENGINEERING; *VOCATIONAL AGRICULTURE; *WOODWORKING

These lesson plans are for use by vocational agriculture instructors in teaching woodworking to beginning agricultural mechanics classes. Lessons include: (1) Use of Handsaws and Planes, (2) Using Measuring Devices, (3) Using Hand Power Saw, (4) Table Saw, (5) The Radial Arm Saw, (6) Fasteners, (7) Boring and Drilling, and (8) Chisels. Plans provide objectives, references, motivation, study questions, summary of information, and teaching suggestions. (AW)

VT 010 426
Building Farm Fences.

American Association for Agricultural Engineering and Vocational Agriculture, Athens, Ga.

American Asscciatiocn for Aqricultural Enqineerinq and Vocational Aqriculture, Aqricultural Enqineerinq Center, Athens, Georqia 30601 ($2.00).
PUB DATE - Oct69 36p.

*RESOURCE GUIDES; *ADULT FARMER EDUCATION; *FARM STRUCTURES; *MANUALS; AGRICULTURAL EDUCATION
*FENCES

Research and experience qathered throughout the country is the basis for these step-by-step procedures to aid farmers in buildinq durable, effective fences with a minimum of time and expense. Emphasizinq hand ccnstruction usinq tools and equipment normally available on a farm, procedures are outlined for buildinq woven-wire fences, barbed-wire fences, movable fences, and board fences, as well as for qroundinq wire fences for lightninq prctection. The manual is illustrated with numerous photoqraphs, drawings, and diaqrams. (AW)

VT 010 488
Course of Study for Aqricultural Ccnservation Education.

Ohio State Univ., Columbus. Dept. of Aqricultural Education
Ohio State Dept. of Education, Columbus. Aqricultural Education Service

Ohio Vocational Aqriculture, Instructional Materials Service, The Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210 ($1.00).
PUB DATE - 69 27p.

*STATE CURRICULUM GUIDES; *VOCATICNAL AGRICULTURE; *CCNSERVATION EDUCATION; FORESTRY; WILDLIFE MANAGEMENT; SCIL CONSERVATICN; WATER RESOURCES; RECREATION; *NATURAL RESOURCES; GRADE 11; GRADE 12; *PROGRAM PLANNING

Developed by State staff, teachers, and advisory ccmmittee members, this curriculum quide is for use by school administrators and teachers in planninq and developinq 2-year vocational aqriculture proqrams desiqned to prepare 11th- and 12th-qrade students for entry into and advancement in any cne of a cluster of occupations in resource ccnservation. Brief introductory information is qiven on the purpose, vocational objectives, competencies to be developed, subject areas to be covered, suqqested time allctment, and suqqesticns for planninq and teachinq the course, followed by course outlines for each cf the areas of intrcduction. Instructional areas, divided intc specific teachinq units, are: (1) Forestry, (2) Wildlife Manaqement, (3) Soil and Water, (4) Outdoor Recreation, and (5) Conservation Mechanics. A separate sectiocn on leadership traininq, includinq teachinq time, vocational objectives, competencies tc be developed, and a teachinq outline is also provided. (AW)

VT 010 506 ED 038 506
Palan, Ralph L.; Persons, Edqar A.
A Course cf Study for Adult Farmer Instruction in Farm Manaqement and Farm Business Analysis, Second Edition.

Minnescta Univ., St. Paul. Dept. of Aqriculture Educatiocn

Aqricultural Education Department, University of Minnesota, 312 North Hall, St. Paul Campus, St. Paul, Minnescta 55101 ($4.50).
PUB DATE - 69 218p.

*TEACHING GUIDES; *CURRICULUM GUIDES; *ADULT FARMER EDUCATION; *FARM MANAGEMENT; *FARM ACCCUNTS; BUSINESS SUBJECTS

This quide is desiqned tc aid aqricultural education teachers in planninq and implementinq adult courses in farm business and manaqement. Introductory chapters on the elements of modern adult education, the orqanization of an adult aqricultural education prcqram, and suqqesticns fcr usinq the course of study, are followed by course outlines for Farm Manaqement I--Farm Records and Accounts (15 units), Farm Manaqement II--Farm Business Analysis (12 units), and Farm Manaqement III--Farm Business Orqanization (12 units). Instructional units provide teacher objectives, suqqested teachinq activities and experiences, content, and references, and many are illustrated with charts, tables, sample forms, and qraphs. Selected biblicqraphies are included for each ccurse of instruction. (AW)

VT 010 509 ED 038 507
A Description and Source Listinq of Curriculum Materials in Aqricultural Educatiocn, 1969-1970.

American Vocational Association, Washington, D.C. Curriculum Materials Committee

Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801.
PUB DATE - 70 29p.

*ANNOTATED BIBLIOGRAPHIES; *AGRICULTURAL EDUCATION; *INSTRUCTIONAL MATERIALS; *INFORMATION SOURCES; AGRICULTURAL ENGINEERING; ANIMAL SCIENCE; FORESTRY; AGRONOMY; AGRICULTURAL OCCUPATIONS; SOIL SCIENCE; FIELD CROPS; HORTICULTURE; FARM MANAGEMENT

The purpose of this annotated bibliography is to provide teachers of vocational agriculture, agricultural supervisors, and agricultural teacher educators with information on current curriculum materials available to them. Classified according to the AGDEX filing system, the 163 references are grouped under the headings: (1) Field Crops, (2) Horticulture, (3) Forestry, (4) Animal Science, (5) Soils, (6) Diseases and Pests, (7) Agricultural Engineering, (8) Agricultural Economics, (9) Agricultural Occupations, and (10) Professional. The availability and price of each reference is specified in the annotation. (AW)

VT 010 540
Individual Study Guide on Carburetion.

Ohio State Univ., Columbus. Dept. of Agricultural Education
Ohio State Dept. of Education, Columbus. Agricultural Education Service

Ohio Vocational Agriculture, Instructional Materials Service, The Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210 ($1.50).
PUB DATE - 70 122p.

*STUDY GUIDES; *INDEPENDENT STUDY; *INDIVIDUAL STUDY ENGINEERING; *VOCATIONAL AGRICULTURE; GRADE 11; GRADE 12
*CARBURETION

This guide is designed for individual study by 11th and 12th grade vocational agriculture students in advanced farm power courses, but may also be used by agricultural mechanics teachers as a basis for group study and practical application. Providing information on the principles, operation, and maintenance of the carburetion systems of all types of spark-ignition agricultural engines, the guide will aid in training students for entry into occupations on the farm or in agricultural implement dealerships requiring a knowledge of agricultural mechanics. The 10 instructional units each contain an activity sheet to direct the student through the unit, an information sheet, an answer sheet providing answers to questions in the activity sheet, and a project sheet. Some unit titles are: (1) Carburetion, (2) Compensation Systems, (3) Small Engine Carburetors, (4) Parts of the Carburetor, and (5) Carburetor Maintenance. Related references are listed, and the guide is illustrated with numerous diagrams and drawings. (AW)

VT 010 599
A Suggested Training Guide for Rice Production in Louisiana.

Louisiana State Univ., Baton Rouge. School of Vocational Education
Louisiana State Dept. of Education, Baton Rouge. Vocational Education Div.

PUB DATE - Sep68 84p.

*TEACHING GUIDES; *VOCATIONAL AGRICULTURE; *FARMERS; *FARM OCCUPATIONS; *AGRICULTURAL PRODUCTION; SECONDARY GRADES
*RICE PRODUCTION

This training guide is for use by Louisiana vocational agriculture teachers in planning and conducting high school courses to prepare prospective rice farmers or rice farm employees. Contents consist of four instructional units: (1) Environmental Conditions Essential for the Production of Rice, (2) Operation, Care and Maintenance of Farm Machinery and Equipment, (3) Rice Production Methods, and (4) Marketing the Rice Crop, with each unit providing objectives, competencies to be developed, student motivation, teaching suggestions, references, and evaluation. Within each unit, subject matter is broken down into separate lessons, given in an instructional format. Eight different rice farm job descriptions are provided. (AW)

VT 010 689
A Training Program for Vocational Agriculture in Dairy Production.

Louisiana State Univ., Baton Rouge. School of Vocational Education
Louisiana State Dept. of Education, Baton Rouge. Vocational Education Div.

PUB DATE - Jun68 262p.

*TEACHING GUIDES; *CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; *DAIRYMEN; GRADE 11; GRADE 12

Developed by vocational agriculture teachers, this guide is for teacher use in planning and implementing 11th and 12th grade courses in dairy farming. The 14 instructional units are: (1) Selection of Dairy Cattle, (2) Feeding Dairy Cattle, (3) Forage and Pasture Production, (4) Breeding Dairy Cattle, (5) Housing and Milking Dairy Cattle, (6) Control and Prevention of Diseases of Dairy Cattle, (7) Control and Prevention of Parasites of Dairy Cattle, (8) Dairy Production Records, (9) Dairy Financing, (10) Dairy Cooperatives, (11) Dairy Marketing, (12) Dairy Farm Legal Information, (13) Dairy Farm Labor Management, and (14) Dairy Public Relations. Objectives, content, competencies to be developed, student motivation and activities, teaching outline and suggestions, references and teaching aids, and evaluation are provided in each unit and the guide is illustrated with graphs and diagrams. A related document, "Farm Mechanics Basic to Dairy Farming," is available as VT 008 336 (AIM Spring 1970). (AW)

VT 010 691
Tractor, Diesel, and Farm Machinery Mechanics: A Study Guide.

Alabama Univ., University. Dept. of Trade and Industrial Education

Trade and Industrial Education, State Department of Education, P.O. Box 2847, University, Alabama 35486 ($2.00, answer book $1.25).
PUB DATE - Jan68 120p.

*STUDY GUIDES; *AGRICULTURAL ENGINEERING; *COOPERATIVE EDUCATION; *STUDENT RECORDS; *VOCATIONAL AGRICULTURE

For use by students enrolled in a cooperative agricultural mechanics training program, this study guide provides a step-by-step trade analysis and progress record to be followed and kept up-to-date by the student, a student's daily record sheet, and information sheets and questions keyed to steps of the progress report. Detailed instructions for using the guide are given as well as a bibliography of references needed for completion of the assignments. An Answer book may be obtained from the source of availability indicated for this document. (AW)

VT 010 715
Law for the Farmer.

Illinois Univ., Urbana. Vocational Agricultural Service

Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801 ($.30).
PUB DATE - 70 25p.

*SUPPLEMENTARY TEXTBOOKS; *REFERENCE MATERIALS; *AGRICULTURAL PRODUCTION; *LAWS; *STATE LAWS; SECONDARY GRADES; ADULT VOCATIONAL EDUCATION; VOCATIONAL AGRICULTURE

Intended for use in high school or adult classes studying production agriculture, this student text and reference relating to the legal problems affecting the farmer was designed by subject-matter specialists, teacher educators, and an advisory committee of teachers. Subject areas covered include: (1) Property, (2) Landlord and Tenant, (3) Farm Labor, (4) Drainage and Water Rights, (5) Fences, (6) Livestock, and (7) Animal Diseases. Recommended time allotment for covering the material is 2 to 8 hours. (AW)

VT 010 725
Herbst, J.H.
Planning Your Farm Business.

Illinois Univ., Urbana. Vocational Agricultural Service

Vocational Agriculture Service, 434 MUmford Hall, University of Illinois, Urbana, Illinois 61801 ($.30).
PUB DATE - 69 35p.

*WCRKBCOKS; STUDY GUIDES; *SUPPLEMENTARY TEXTBOOKS; *AGRICULTURAL PRODUCTION; *VOCATIONAL AGRICULTURE; *FARM MANAGEMENT

Developed by an associate professor of farm management and agricultural education, this student text and reference is for use in high school or adult classes studying production agriculture. Contents present a systematic approach to planning a successful farm business, including: (1) making an inventory of physical resources, (2) setting up a plan for land use, (3) estimating crop production value, (4) fitting the livestock program to the needs of the farm, (5) checking on labor needs and supply, (6) estimating building, equipment, and soil-fertility costs, (7) estimating net earnings under the new plan, and (8) planning to meet credit needs. (AW)

VT 010 727
Herbst, J.H.
Salesmanship in Agricultural Business.

Illinois Univ., Urbana. Vocational Agricultural Service

Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801 ($.30).
PUB DATE - 70 25p.

*SUPPLEMENTARY TEXTBOOKS, RESOURCE MATERIALS; VOCATIONAL AGRICULTURE; AGRICULTURAL PRODUCTION; *AGRICULTURAL SUPPLY OCCUPATIONS; *SALES OCCUPATIONS; SALES WORKERS; SECONDARY GRADES; *SALESMANSHIP; *UNITS OF STUDY (SUBJECT FIELDS); ADULT VOCATIONAL EDUCATION

Developed by an associate professor of farm management and agricultural education, this student text and reference is for use in high school or adult classes studying production agriculture. Contents cover eight aspects of agricultural salesmanship, including: (1) opportunities in agricultural business, (2) the salesman's role in the economy, (3) personal qualities and knowledge required of a salesman, (4) customer motivation, (5) opening, conducting, and closing sales interviews, and (6) handling customer objections. The text is illustrated with line drawingS. Two to 8 clock hours are recommended for covering the material. (AW)

VT 010 729
Courson, R.L.; Peck, T.R.
Determining Available Potassium in Soils.

Illinois Univ., Urbana. Vocational Agricultural Service

Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801 ($.15).
PUB DATE - 70 13p.

*SUPPLEMENTARY TEXTBOOKS; *RESOURCE MATERIALS; *VOCATIONAL AGRICULTURE; *AGRICULTURAL PRODUCTION; SECONDARY GRADES; ADULT VOCATIONAL EDUCATION; *UNITS OF STUDY (SUBJECT FIELDS)

This student text and reference, prepared by an assistant professor of agricultural education, is for use in high school or adult production agriculture classes. Contents cover three problem areas: (1) equipment and supplies necessary for determining potassium in soils, (2) procedure for making soil potassium tests, and (3) procedure for recording test results. A chart of photometer readings and pounds of potassium per acre is appended. The reference is illustrated with diagrams, drawings, and photographs. Recommended time for covering the material is 1 to 3 hours. (AW)

VT 010 730
Hansen, E.L.
Appraising Farm Buildings.

Illinois Univ., Urbana. Vocational Agricultural Service

Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana,

Illincis 61801 ($.30).
PUB DATE - 70 25p.

*SUPPLEMENTARY TEXTBOOKS; *RESOURCE MATERIALS; *AGRICULTURAL PRODUCTION; *VOCATIONAL AGRICULTURE; SECONDARY GRADES; ADULT VOCATIONAL EDUCATION; *FARM STRUCTURES; EVALUATION; *UNITS OF STUDY (SUBJECT FIELDS)

Developed by an associate professor of agricultural education and agricultural engineering, this student text and reference is for use in high school or adult classes studying production agriculture. Contents cover the problems of appraising farm buildings and methods for appraisal, and include sample forms for appraising 10 different types of farm buildings and facilities. The booklet is illustrated with numerous drawings and diagrams, and the recommended time for covering the material is 2 to 8 hours. (AW)

VT 010 879 ED 038 538
Greenhouse Crop Production; A Teacher's Manual. Teacher Education Series, Volume 10 Number 3t.

Pennsylvania Agricultural Experiment Station, University Park
Office of Education (DHEW), Washington, D.C. Bureau of Research

PUB DATE - 69 246p.

*VOCATIONAL AGRICULTURE; *MANUALS; *SUPPLEMENTARY TEXTBOOKS; AGRICULTURAL OCCUPATIONS; *GREENHOUSES; NURSERY WORKERS (HORTICULTURE); *NURSERIES (HORTICULTURE); CONTROLLED ENVIRONMENT; PLANT GROWTH; PLANT PROPAGATION; CAREER OPPORTUNITIES; SECONDARY GRADES; POST SECONDARY EDUCATION

Developed by the Department of Agricultural Education of the Pennsylvania State University and field-tested by 54 teachers, this guide is for teacher use in planning a unit in greenhouse crop production. The unit is intended for upper high school and post-high school students interested in careers in this field. Teacher suggestions, references, and information from the Student's Handbook (VT 010 880, also in this issue), which includes learning objectives, key questions, vocabulary terms, and subject matter, are provided for these problem areas: (1) Occupational Opportunities in Greenhouse Crop Production, (2) Greenhouse Location, Structures, and Equipment, (3) Environmental Control, Potted Plant Production, (5) Cut Flower Production, and (6) Vegetable Production. A Cumulative Table of Days per Year, Flower Holidays for 1970-1976, and a greenhouse crop production examination are appended. (SB)

VT 010 880 ED 038 539
Greenhouse Crop Production; A Student Handbook. Teacher Education Series, Volume 10 Number 3s.

Pennsylvania Agricultural Experiment Station, University Park
Office of Education (DHEW), Washington, D.C. Bureau of Research

PUB DATE - 69 202p.

*VOCATIONAL AGRICULTURE; *STUDY GUIDES; *SUPPLEMENTARY TEXTBOOKS; AGRICULTURAL OCCUPATIONS; *GREENHOUSES; NURSERY WORKERS (HORTICULTURE); *NURSERIES (HORTICULTURE); CONTROLLED ENVIRONMENT; PLANT GROWTH; PLANT PROPAGATION; CAREER OPPORTUNITIES; SECONDARY GRADES; POST SECONDARY EDUCATION

This study guide, developed by the Department of Agricultural Education of The Pennsylvania State University and field-tested by 54 teachers, is for student use in a unit on greenhouse crop production. Learning objectives, key questions, vocabulary terms, subject matter, and references are included for each of these problem areas: (1) Occupational Opportunities in Greenhouse Crop Production, (2) Greenhouse Location, Structures, and Equipment, (3) Environmental Control, (4) Potted Plant Production, (5) Cut Flower Production, and (6) Vegetable Production. The subject matter sections are augmented with pictures, drawings, diagrams, and charts. The teacher's manual is available as VT 010 879 (also in this issue). (SB)

# BUSINESS AND OFFICE EDUCATION SECTION

VT 001 087
Lifton, Marks, And Others
Syllabus and Teaching Suggestions for a Course in Secretarial Practice.

New York State Education Dept., Albany. Bureau of Business and Distributive Education

PUB DATE - 63 106p.

*OFFICE PRACTICE; *PROGRAM GUIDES; *CURRICULUM GUIDES; *SECRETARIES; GRADE 12; COOPERATIVE EDUCATION; BIBLIOGRAPHIES; INSTRUCTIONAL MATERIALS; *OFFICE OCCUPATIONS EDUCATION

The subject is designed primarily for 12th year students who have successfully completed typewriting, shorthand, and transcription or machine transcription. A content outline and teaching suggestions are given for the following units: (1) Personal Appearance, Health, Etiquette, and Ethics, (2) Employment Techniques, (3) Communications, (4) Office Machines and Equipment, (5) Records Control, and (6) Travel. Equipment requirements, class organization, suggested standards and evaluation of learning, employer's cooperative office work experience report, student self-evaluative scale, business department student rating sheet, questionnaire for a follow-up study of graduates, and a bibliography of teaching materials and aids are included. (PS)

VT 001 315
Clerical Practice for High Schools. Curriculum Bull V-6, 1964-65 Ser.

New York City Board of Education, Brooklyn, N.Y.

Board of Education of the City of New York, Publications Office, 110 Livingston Street, Brooklyn, New York 11201 ($1.00).
PUB DATE - 65 96p.

*CURRICULUM GUIDES; *CLERICAL OCCUPATIONS; *OFFICE OCCUPATIONS EDUCATION; SECONDARY GRADES; BIBLIOGRAPHIES

This syllabus for clerical practice is the result of more than a decade of study and experimentation by business teachers and secretarial studies chairmen. It provides a course of study outline for a 2-year sequence with the following objectives; (1) to give the pupil a basic knowledge of business, (2) to provide skills in performing basic office jobs and in operating common office machines, (3) to improve oral and written English, penmanship habits, and skill in numbers, (4) to develop desirable behavior patterns, work habits, and attitudes, and (5) to provide the student with necessary knowledge and skill for securing initial employment. The first-year units include: (1) Development of Good Work Habits, (2) English, Penmanship, and Number Skills, (3) Techniques in Using Office Machines, (4) Filing, (5) Telephone, (6) Telegraph and Cable, (7) Handling Mail, (8) Receiving Visitors, (9) Messenger Service, and (10) Automated Data Processing. The second year program includes continuation of units 1, 2, 3, 4, and 10 as listed for the first year and the following: (1) Handling Cash, (2) Banking, (3) Reference Books, (4) Handling Stock, (5) Travel and Travel Services, (6) Civil Service, and (7) Getting the Job. Each unit includes the scope of study, a brief outline of content, suggested teacher-pupil activities, and visual and auditory aids. (PS)

VT 009 965
Keypunch Machine Operation; A Suggested Adult Course Outline.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 (single copies, $.50).
PUB DATE - 68 30p.

*CURRICULUM GUIDES; *TEACHING GUIDES; *OFFICE OCCUPATIONS EDUCATION; *DATA PROCESSING OCCUPATIONS; *OFFICE MACHINES; DATA PROCESSING; ADULT VOCATIONAL EDUCATION

This suggested course outline was designed by subject-matter specialists, teachers, and state education department personnel for teacher use in planning courses and lessons in keypunch machine operation for adult education programs. Completion of the 90-hour course is intended to prepare trainees for entry-level positions in the business world by helping them to develop both basic skills and competencies of keypunching and a fundamental knowledge of the functions of different data processing machines. Chapters

are: (1) Administrative Considerations, which includes suggested equipment, class organization, time considerations, and student materials, (2) Course Objectives, which deals with proficiency standards and course enrichment, and (3) Course Outline, which presents a topical outline of the material to be covered, teaching suggestions, and selected references. The nine topics covered in the outline are: (1) Introduction, (2) The Punch Card, (3) Operating Features of the Keypunch, (4) Program Unit, (5) Program Card, (6) Print Control, (7) The Electromechanical Data Processing System, (8) Error Corrections, and (9) Broad Applications. Supplementary materials include a glossary, suggested references, and audiovisual aids. The course instructor should be a competent keypunch operator, and trainees should have a basic knowledge of typing. (AW)

VT 010 207
Handbook for Teachers of Business Management.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

PUB DATE - 67 89p.

*CURRICULUM GUIDES; INSTRUCTIONAL AIDS; *CURRICULUM PLANNING; *BUSINESS EDUCATION; *BUSINESS ADMINISTRATION; *TEACHING METHODS; RESOURCE MATERIALS; BUSINESS SUBJECTS; SECONDARY GRADES

Business education teachers may find helpful ideas in this guide for planning and developing courses of study in business management on the high school level. The handbook is divided into five main sections with the first dealing with administrative considerations such as grade level, student selection, teacher selection, and course objectives. "Teaching Methods", the second chapter, suggests a variety of techniques for presenting the material, including lecture, discussion, conference groups, dramatization, and audiovisual presentations. The third chapter discusses factors contributing or relating to the effectiveness of the class, such as classroom atmosphere, teacher and student responsibilities, use of resource people, student surveys, and textbook selection and use. Suggested learning experiences and student projects are explored in the fourth chapter, including procedures, references, performance standards, and evaluation. The last chapter suggests material for the management library, including both general references and specific material for various branches of business, such as personnel, finance, marketing, law, and insurance. Directories of publishers, film sources, and film catalogs are also provided. (AW)

VT 010 208
Audio Aids for Business Education, 1970.

Western Tape, Mountain View, Calif. Business Education Dept.

PUB DATE - 70 34p.

*AUDIO EQUIPMENT; EDUCATIONAL EQUIPMENT; *INSTRUCTIONAL AIDS; *BUSINESS EDUCATION; *INDIVIDUAL INSTRUCTION; EDUCATIONALLY DISADVANTAGED; DISADVANTAGED GROUPS; OFFICE OCCUPATIONS; STENOGRAPHY; SECRETARIES; TYPEWRITING

Audio aids and equipment available for use in teaching business education are listed, including several programs designed primarily to aid in providing individualized instruction for the educationally or physically disadvantaged. Twenty-eight audio-instructional programs are listed under these five major categories; (1) Manual Shorthand, (2) Typing, (3) Typing and Shorthand--Individualized Instruction, (4) Office Occupations, and (5) Transcription and Secretarial Practice Programs. Brief descriptions are provided for each instructional aid, including such information as number and length of tapes, nature of material covered, correlated textbooks, and prices per instructional unit. Programs which specifically meet the special needs of the Vocational Education Act of 1968 are clearly designated. Photographs of the equipment are included as well as instructions for ordering. (AW)

VT 010 266
Office Practices, Designed for Students Enrolled in Business and Office Vocational Education.

Missouri Univ., Columbia. Instructional Materials Lab.
Missouri State Dept. of Education, Jefferson City. Vocational Education Div.

Instructional Materials Laboratory, University of Missouri, 8 Industrial Education, Columbia, Missouri 65201 ($1.50).
PUB DATE - Jul69 117p.

*STUDY GUIDES; *OFFICE CCCUPATICNS EDUCATION; *OFFICE PRACTICE; *OFFICE OCCUPATIONS; CCCPERATIVE PROGRAMS; *CCOPERATIVE EDUCATION; SECCNDARY GRADES; POST SECONDARY EDUCATION EDUCATION

Developed by teacher educatcrs and research assistants, this study guide for related classroom instruction is for use by high schccl or post-secondary students enrolled in cccperative cffice practice prcgrams. The 180-hour sequence is covered in 21 units, each providing descriptive titles suggesting the nature of the assignment, introductory material on the subject and why it is important, specific assignments, and objective questions for individual study or testing. Some of the 21 topics covered are: (1) Public Relations in Business, (2) Secretarial References, (3) Techniques for Writing Business Letters, (4) Dictaticn and Transcription, (5) Correspondence Filing, (6) The Telegraph System, (7) Data Processing, (8) Typing Legal Documents, (9) Stencil Duplication, and (10) Offset, Photocopy, and Cther Processes. The course instructor should be a qualified cccrdinatcr or inservice instructor, and students must be at least high schccl seniors who have ccmpleted a basic business occupations course as prerequisite. Supplementary materials necessary for presenting the course may be obtained from the scurce of availability listed for this document. (AW)

VT 010 558 ED 037 566
Instructional Materials fcr Adult Business and Distributive Education.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publicatcn Distributing Unit, New York State Education Department, Educaticn Building, Albany, New York 12224.
PUB DATE - 69 81p.

*AUDIOVISUAL AIDS; *ADULT EDUCATION; *BUSINESS EDUCATION; *DISTRIBUTIVE EDUCATICN; *ANNOTATED BIBLIOGRAPHIES

This annotated bibliography of instructional aids is for teacher-coordinator use in supplementing a ccurse of instruction in adult business and distributive educatien. The bibliography is arranged by subject areas, with films, filmstrips, transparencies, charts, tapes, and records listed fcr each area. Subject areas are: accounting and bookkeeping, banking and finance, business and economics, business skills, consumer education, distributive education, industrial management, insurance, law, office machines, perscnnel management, stenography, transportation, typing, and vocational guidance. Unless ctherwise specified all films are 16 millemeter and all filmstrips are 35 millemeter. The scurce for purchase, free distributicn, or rental is given by code. Names and addresses cf producers and distributors are listed alphatetically. (CH)

VT 010 600
Business Education Curriculum Guide.

Maine Business Education Advisory Ccmmittee
Maine State Dept. cf Education, Augusta. Bureau of Vocational Education

Ccnsultant, Business Education, Bureau of Vocational Education, State Department of Education, Educaticn Building, Augusta, Maine 04330.
PUB DATE - 67 55p.

*CURRICULUM GUIDES; *BUSINESS EDUCATION; *PROGRAM CONTENT; *BUSINESS SUBJECTS; SECONDARY GRADES; CCCPERATIVE EDUCATION; ADMINISTRATOR RCLE; STUDENT ORGANIZATICNS; EVALUATION CRITERIA; FINANCIAL SUPPCRT; EDUCATIONAL EQUIPMENT

For use in planning high schccl business educatien prcgrams, this guide includes program outlines fcr secretarial, business administration, and clerical prcgrams for grades 9-12. The ccurse outlines, which include aim, objectives, time requirement, grade placement, and prerequisites, are presented for 18 business subjects, Related information is provided for professional growth, student work experience, cc-curricular activities, youth clubs, the role of the department chairman, and criteria for approval cf vocational business educatien prcgrams. (CH)

DISTRIBUTIVE
EDUCATION
SECTION

VT 000 049
Principles of Management.

Texas Univ., Austin. Dept. of Distributive Education
Esso Standard Oil Co.

Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas 78712 ($4.00).
PUB DATE - 60 137p.

*CURRICULUM GUIDES; *SUPPLEMENTARY TEXTBOOKS; DISTRIBUTIVE EDUCATION; MANAGEMENT EDUCATION; *MANAGEMENT; *SUPERVISORS; *SUPERVISORY TRAINING; ADULT VOCATIONAL EDUCATION EDUCATION

This guide was developed by the Esso Training Center to stimulate an awareness of the real nature of the management function and to point up the application of basic principles to supervisory problems at all levels. The manual is organized for 10 conferences of 1 1/2 to 2 hours per meeting, but may be adapted to meet local circumstances. Brief introductory material and instructions for using the manual and Principles of Management charts are followed by 10 chapters, covering: (1) Management Principles--Unity of Command, (2) Span of Control--Similarity of Assignment, (3) Delgation of Authority--Use of Staff, (4) The Functions of Management--Organizing and Planning, (5) Management Functions--Directing, Controlling, Coordinating, (6) Management Principles and Human Relations, (7) What Workers Want, (8) Understanding People, (9) A Planned Approach to Better Personnel Management, and (10) Sound Management--A Real Challenge. The document is illustrated with numerous charts, diagrams, and line drawings. (AW)

VT 000 135
Teague, Ben
Arithmetic for Distribution.

Texas Univ., Austin. Dept. of Distributive Education
Texas Education Agency, Austin. Div. of Distributive Education

Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas 78712 ($3.00).
PUB DATE - Jul63 86p.

*STUDY GUIDES; *DISTRIBUTIVE EDUCATION; *PRACTICAL MATHEMATICS; *INDIVIDUAL STUDY; SECONDARY GRADES; ANSWER KEYS

Compiled by an individual and prepared for publication under the direction of the Director of Research, Distributive Education Department, Division of Extension, The University of Texas, this manual is intended for use by individual students to supplement class discussion and drill in arithmetic, and to serve as an aid in applying knowledge gained in group discussion to specific mathematics problems in distribution. Recommended primarily for first-year students, the contents are divided into four sections: Arithmetic Fundamentals, consisting of 12 units ranging from addition and subtraction of whole numbers to percentage, base, and rate; Mathematics of Distribution, containing eight units ranging from weights and measures to understanding trade and quantity discounts; You and Your Federal Income Tax, a single unit with the same title; and Administrative Mathematics, including 3 units ranging from financing a business to preparation of payrolls. Assignments are provided for each unit along with objectives and problems. An answer booklet may be obtained from the source of availability indicated for this document. (AW)

VT 008 445
Vietti, Michael T., Ed.
Distributive Education Handbook.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Vocational Instructional Materials Laboratory, School of Technology, Indiana State University, Terre Haute, Indiana 47809 ($2.00).
PUB DATE - Oct68 83p.

*DISTRIBUTIVE EDUCATION; *PROGRAM GUIDES; *PROGRAM ADMINISTRATION; *PROGRAM DESCRIPTIONS; *STATE STANDARDS
INDIANA

The responsibilities of Indiana distributive education teacher coordinators are classified into specific functions to get a clear picture of this varied job and to suggest planning activities to make sure that each function is carried out. The handbook is also structures to aid the local school administration and vocational divisions in understanding their roles and responsibilities in distributive education. Sections include: (1) Background information About Distributive Education, (2) An Introduction to Distributive Education, (3) The Distributive Education coordinator, (4) Reimbursement Policy for Local Distributive Education Program, (5) High School Guidance Plan, (6) Organization and Operation of the Distributive Education Cooperative High School Program, (7) Organization and Operation of the Distributive Education Project Method, (8) The Distributive Education Club, and (9) Evaluation of the Distributive Education Program. The appendix includes sample forms for conducting high school programs, state reporting, purchasing equipment, and certifying teachers. The bibliography lists books, brochures andpamphlets, trade journals and magazines, and films sources. (MM)

VT 009 852
Fashion Merchandising; A Suggested Adult Distributive Education Course Outline.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

PUB DATE - 69 64p.

*TEACHING GUIDES; *CURRICULUM GUIDES; *DISTRIBUTIVE EDUCATION; *MERCHANDISING; ADULT VOCATIONAL EDUCATION
*FASHION

For teacher use in planning and implementing courses in fashion merchandising for adult distributive education classes, the outline is divided into seven lessons, but may be modified and adapted to fit local needs. Topics covered are: (1) What is Fashion? (2) The "Why" of Fashion, (3) How to Sell Fashion, (4) Color, (5) Design, (6) Textiles, and (7) Other Aspects of Fashion Merchandising. Each lesson includes content and questions for review and discussion, and several provide suggested activities and special projects. Appendixes include a listing of manmade fibers, with generic and trade names, characteristics, and uses, fashion sizes and their characteristics, and drawings of details of fashion suitable for reproduction as instructional aids. A bibliography is provided. (AW)

VT 009 879
Orientation to and Planning for the Supervised Occupational Experience Program (Transparency Masters).

Clemson Univ., S.C. Vocational Educational Media Center
South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Distributive Education Section, State Department of Education, Columbia, South Carolina 29201 (Limit: one per state supervisor of distributive Education).
PUB DATE - 69 11p.

*TRANSPARENCIES; *DISTRIBUTIVE EDUCATION; *FIELD EXPERIENCE PROGRAMS; SECONDARY GRADES; INSTRUCTIONAL AIDS; POST SECONDARY EDUCATION

Instructional aids produced from these eight transparency masters may be used by distributive education teachers to orient high school or area vocational center students to supervised occupational experience programs. The materials, developed by a teacher committee, include the following titles: (1) What Is a Supervised Experience Program, (2) Supervised Occupational Experience Program, (3) The Triangle of the Supervised Occupational Experience Program, (4) What Does Personality Include, (5) Self Analysis Questions, (6) Values of a Supervised Occupational Experience Program (two masters), and (7) Student Responsibilities. (AW)

VT 009 941
Distributive Education II; Suggested Teaching Calendar, South Carolina.

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Distributive Education Section

Distributive Education Section, State Department of Education, Columbia, South Carolina 29201 (Limit: one per state supervisor of distributive Education).
PUB DATE - 69 22p.

*SCHOOL CALENDARS; *CURRICULUM GUIDES; *TEACHING GUIDES; *DISTRIBUTIVE EDUCATION; SECONDARY GRADES; RETAILING; MERCHANDISING; MARKETING; SALESMANSHIP; PUBLIC RELATIONS; ECONOMICS; CREDIT (FINANCE)

Developed and tested by a teacher committee, this proposed calendar covering 1 school year is for teacher use in planning and implementing high school distributive education courses. The calendar is set up in outline form, and includes: (1) the unit of resource, (2) topic or sub-topic, (3) suggested inclusive dates for covering the material, (4) teaching methods, (5) aids, (6) applications, and (7) comments. Some of the 30 units covered are: (1) The Challenge in Selling, (2) Advanced Selling Techniques, (3) Sales Promotion, (4) Advertising, (5) Display, (6) Public Relations, (7) Retail Credit Principles and Procedures, (8) Merchandising Policies, (9) Basic Economic Principles, (10) Role of Marketing in Our Economy, (11) Selecting Channels of Distribution, (12) Marketing Research, and (13) Career Opportunities in American Marketing. (AW)

VT 009 952
Business Locations (Transparency Masters).

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Distributive Education Section, State Department of Education, Columbia, South Carolina 29201 (Limit: one per state supervisor of distributive Education).
PUB DATE - 69 14p.

*TRANSPARENCIES; *DISTRIBUTIVE EDUCATION; *SITE SELECTION; *MARKETING; *BUSINESS EDUCATION; INSTRUCTIONAL AIDS; SECONDARY SCHOOLS

Instructional aids produced from these 10 transparency masters may be used by distributive education teachers in classes studying business locations. Developed by a teacher committee for use in secondary schools and area vocational centers, the material includes the following titles: (1) Business Location, (2) Selecting a Site, (3) Suburban Location, (4) Wayside Location, (5) Shopping Center, (6) Central Shopping District, (7) Neighborhood Shopping Area, (8) Location Problems: Affinities, (9) Building Fronts, and (10) Store Interiors. (AW)

VT 009 953
Wholesaling (Transparency Masters).

Clemson Univ., S.C. Vocational Education Media Center
South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Distributive Education Section, State Department of Education, Columbia, South Carolina 29201 (Limit: one per state supervisor of distributive Education).
PUB DATE - 69 16p.

*TRANSPARENCIES; *DISTRIBUTIVE EDUCATION; INSTRUCTIONAL AIDS; SECONDARY SCHOOLS; *WHOLESALING; *RETAILING

Instructional aids produced from these 12 transparency masters may be used by distributive education teachers in presenting courses in wholesaling in secondary schools and area vocational centers. The material, prepared by a teacher committee, includes the following titles: (1) Retail-Wholesale, (2) Types of Wholesalers, (3) Retail Owned-Retail Affiliated, (4) Wholesale Auto Parts, (5) Which Way is Best, (6) The Wholesaler Offers the Retailer, (7) How Important is the Wholesaler, (8) Wholesale Services, (9) The Wholesale Salesman is a Consultant, (10) The Wholesale Pipeline, and (11) Compensation of Salesmen (two masters). (AW)

VT 009 991
Index of Super Market Articles 1968.

Super Market Inst., Chicago, Ill.

Super Market Institute, 200 East Ontario Street, Chicago, Illinois 60611 ($3.00).
PUB DATE - 69 54p.

*ANNUAL REPORTS; *INDEXES (LOCATERS); *CATALOGS; ANNOTATED BIBLIOGRAPHIES; PERIODICALS; DISTRIBUTIVE EDUCATION; REFERENCE MATERIALS; *FOOD SERVICE INDUSTRY; *FOOD STORES

This index is one of a continuing series of annual reports prepared by the Super Market Institute's Information Service, cataloging selected articles about super market

operations and the food distribution industry. Designed to provide the researcher with a basic guide to recently published reports about supermarket operation, it indexes 540 single articles and series of articles published in 1968 in 27 periodicals, including food retailing, general business and marketing, and the Super Market Institute's own publications. Articles have been grouped under 72 major subject categories, and are arranged within each category in reverse chronological order, the most recently published article mentioned first. References supply title, source publication, publication date, and page number, and authors and their affiliates if indicated, as well as brief annotations. An extensive cross reference index is also provided. (AW)

VT 010 069
Money Management and Banks; A Suggested Adult Distributive Education Course Outline. Bulletin No. 168.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 (single copies, $.50).
PUB DATE - 66 60p.

*CURRICULUM GUIDES; *DISTRIBUTIVE EDUCATION; *BANKING; *FINANCE OCCUPATIONS; *MONEY MANAGEMENT; ADULT VOCATIONAL EDUCATION; CREDIT (FINANCE); INVESTMENT; CAPITAL

Designed by subject-matter specialists, teachers, and education department personnel, this course outline is for use by distributive education teachers in planning courses and lessons for adult education programs. The course is intended to aid students in developing a better understanding of the effective use of money, credit, and banking services, and to provide background knowledge and information considered desirable for a beginning bank employee. The 22-hour course covers 11 chapters: (1) The Role of Money, (2) Money and Credit Defined, (3) Capital, (4) The Family Budget, (5) Inflation and You, (6) United States Banking System, (7) Checking and Savings Accounts, (8) Working with Your Bank, (9) Making Your Bank Work for You, (10) Use of Bank Credit, and (11) Your Investment Program. A bibliography, Tips for Instructors, and Pointers for Discussion Leaders are appended. The course should be taught by a middle-management bank executive or college business or economics teacher, and students should have an occupational focus of lower or middle management levels of business. Supplemental materials are desirable when presenting the subject. (AW)

VT 010 077
Programed Instruction: Distributive and Office Education.

California Univ., Los Angeles. Div. of Vocational Education

Bureau of Business Education, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814.
PUB DATE - Oct69 59p.

*BUSINESS EDUCATION; *DISTRIBUTIVE EDUCATION; *RESOURCE MATERIALS; TEACHING TECHNIQUES; *PROGRAMED INSTRUCTION; *ANNOTATED BIBLIOGRAPHIES; SECONDARY GRADES; COMMUNITY COLLEGES; ADULT EDUCATION

Developed cooperatively by a university vocational education division and a State bureau of business education, programed instruction in distributive and office education is the emphasis of this resource material. Topics are: (1) an overview of programed instruction, (2) influences of programed instruction procedures, (3) suggested procedure for using programed instruction, and (4) an annotated bibliography of programed instructional materials. Programed texts and units with publication dates from 1962-1969 are annotated according to these instructional areas: (1) Accounting and Bookkeeping; (2) Business Organization and Management, (3) Communication Skills, (4) Computational Skills, (5) Economics, (6) Marketing and Merchandising, (7) Occupational Guidance, and (8) Office Occupations Competencies. The materials, intended for use at secondary, community college, and adult education levels, include source addresses. (SB)

VT 010 198
Training Food Service Personnel for the Hospitality Industry.

National Restaurant Association, Chicago, Ill.
Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

(FS5.282:82018, $.65).
PUB DATE - 69 152p.

*FOOD SERVICE INDUSTRY; *SALES WORKERS; *DISTRIBUTIVE EDUCATION; *TEACHING GUIDES; OCCUPATIONAL HOME ECONOMICS; RESOURCE MATERIALS; OCCUPATIONAL INFORMATION; FOOD SERVICE OCCUPATIONS

A cooperative effort of the National Restaurant Association and the Division of Vocational and Technical Education of the United States Office of Education resulted in this guide, intended to provide vocational educators, as well as industry management, with an appropriate aid for training food service personnel. Sections include: (1) The Food Service Industry (scope, size, productivity, trends, types of units, and career opportunities), (2) Functions of a Food Service Operation, (3) Salesperson's Role in Meeting Objectives, (4) Qualifications for Successful Sales Work, (5) Opportunities in Sales Work, (6) Work in a Service Unit, (7) Work in A Self-Service Unit, and (8) Summary of Responsibilities. Teaching suggestions are presented at the end of each section and a final section discusses training methods and aids. (AW)

VT 010 242
Mid-Management Teaching Innovations and Projects.

Eastern Washington State Coll., Cheney
Washington Research Coordinating Unit for Vocational Education, Olympia

Eastern Washington State College, Division of Business and Industry, Cheney, Washington 99004 ($1.50).
PUB DATE - 1Aug69 48p.

*DISTRIBUTIVE EDUCATION; *TEACHING METHODS; *MANAGEMENT EDUCATION; SEMINARS; OCCUPATIONAL GUIDANCE; RATING SCALES; SALESMANSHIP
PROGRAM EVALUATION AND REVIEW TECHNIQUE; PERT

This manual is a collection of 16 presentations of teaching innovations, projects, and learning packages by Washington State distributive education teacher-coordinators. Sample titles of presentations are: (1) "Developing a College Bookstore Through Student Participation," (2) "Sales Presentation Rating Sheet," (3) "Using Program Evaluation and Review Technique (PERT) in Guidance and Counseling," (4) "Developing Proper Selling Attitudes Through Short Quizzes," and (5) "Utilization of Instructional Equipment Teaching in theRound." (JK)

VT 010 254
Distributive Education Teaching Innovations and Projects.

Eastern Washington State Coll., Cheney
Washington Research Coordinating Unit for Vocational Education, Olympia

Eastern Washington State College, Division of Business and Industry, Cheney, Washington 99004 ($1.50).
PUB DATE - 1Aug69 175p.

*DISTRIBUTIVE EDUCATION; *TEACHING METHODS; *PROJECT TRAINING METHODS; EDUCATIONAL INNOVATION; *INSTRUCTIONAL MATERIALS; *TEACHING GUIDES

Using the project training method, teacher coordinators and students developed 47 modules or project learning packages for use by Distributive Education teacher-coordinators. The modules include purposes or objectives, background information, teacher activities, student activities, project content, and forms or illustrations where appropriate. The teaching time per module varies according to scope and subject-matter content. This publication is a compilation of what teacher-coordinators consider successful teacher techniques, and is intended to provide ideas for developing one's own learning package. (CH)

# HEALTH OCCUPATIONS EDUCATION SECTION

VT 002 592
Health Occupations Planning Guide, Medical Assistant.

North Carolina State Dept. of Public Instruction, Raleigh. Trade and Industrial Education

PUB DATE - Jul66 29p.

*HEALTH OCCUPATIONS EDUCATION; *HIGH SCHOOLS; *MEDICAL ASSISTANTS; *PROGRAM GUIDES; *ADMINISTRATOR GUIDES; TEACHER QUALIFICATIONS; PHYSICAL FACILITIES; CLINICAL EXPERIENCE; PROGRAM COSTS; ADMISSION CRITERIA; EQUIPMENT; BIBLIOGRAPHIES
NORTH CAROLINA

This guide was developed to help high school administrators plan for medical assistant training as provided by the Department of Public Instruction. Sections of the document are: (1) Objectives and Philosophy, (2) Job Description, (3) Course Description and Outline, (4) Teacher Certification, (5) Student Selection, (6) Student Training Restrictions, (7) Medical Assistant Curriculum Options, (8) Suggestions for Student Scheduling, (9) Physical Facilities, (10) Clinical Facilities, (11) Estimated Cost of Medical Assistant Program, (12) Estimated Equipment and Supplies, and (13) Books and References. Forms used in connection with the program are appended. (JK)

VT 002 597
Health Occupations Planning Guide: Ward Secretary, Course No. 783.3.

North Carolina State Dept. of Public Instruction, Raleigh. Trade and Industrial Education

PUB DATE - Aug65 23p.

*HEALTH OCCUPATIONS EDUCATION; *HIGH SCHOOLS; *WARD CLERKS; CURRICULUM GUIDES; *ADMINISTRATOR GUIDES; TEACHER QUALIFICATIONS; PHYSICAL FACILITIES; ADMISSION CRITERIA; CLINICAL EXPERIENCE; PROGRAM COSTS; EQUIPMENT; BIBLIOGRAPHIES; SCHEDULING
NORTH CAROLINA

This guide was developed to help high school administrators plan for ward secretary training as provided for by the Department of Public Instruction. Sections of the document are: (1) Objectives and Philosophy, (2) Ward Secretary Course Description and Outline, (3) Teacher Certification, (4) Student Selection, (5) Ward Secretary Curriculum Options, (6) Suggestions for Student Scheduling, (7) Physical Facilities, (8) Estimated Costs of Ward Secretary Program, (9) Estimated Equipment and Supplies, and (10) Books and Reference Materials. Forms used in connection with the program are appended. (JK)

VT 002 598
Trade Preparatory Training Curriculum Guide: Nurses Assistant 2, Course No. 783.2.

North Carolina State Dept. of Public Instruction, Raleigh. Trade and Industrial Education

PUB DATE - Apr66 21p.

*HEALTH OCCUPATIONS EDUCATION; *CURRICULUM GUIDES; *NURSES AIDES; NURSING; BIBLIOGRAPHIES; *TEACHING GUIDES; AUDIOVISUAL AIDS; GRADE 11; GRADE 12

This curriculum guide provides a general outline of subject matter to assist the teacher in presenting a course to prepare high school juniors and seniors as nurses' assistants. Units are: (1) Student Orientation, (2) Introduction to Nursing, (3) Health Workers, (4) Human Behavior, (5) Meaning of Health, (6) Meeting Nutritional Needs, (7) Meeting the Needs of the Hospital Patient, (8) Use of Transportation Equipment, (9) Observing and Reporting, (10) Meeting the Needs of the Sick Child, (11) Meeting the Needs of the Elderly Patient, and (12) Career and Employment Opportunities. Each unit includes information and Skills to be taught, methods of teaching, and sources of information. The course is planned for approximately 120-minute periods to be scheduled 5 days per week for 36 weeks. The complete time allowance is 360 hours with 134 hours devoted to theory and laboratory and 226 to practice in a clinical Hospital situation. A bibliography, listings of teaching aids, and forms used in connection with the program are included. An introductory health occupations course, described in VT 002

599 (AIM Spring 1970), is a prerequisite. (JK)

VT 008 294
Home Nursing; Programmed Instruction. Instructor's Manual.

American National Red Cross, New York, N.Y.

American National Red Cross, 615 North St. Asaph Street, Alexandria, Virginia 22314 ($1.50).
PUB DATE - Nov66 14p.

*HEALTH OCCUPATIONS EDUCATION; *TEACHING GUIDES; *NURSING; HOMEBOUND; *PROGRAMED MATERIALS

This instructor's manual provides information and guidelines for the use of VT 008 295, the student manual, which is also in this issue. The course was developed commercially with the active involvement of a Red Cross consultant. It was tested with both high school students and housewives until specific criteria were achieved. It is intended for use by anyone with at least seventh grade reading level. Time requirement is estimated at one minute for each of the 393 frames. The instructor's role is to answer questions, demonstrate skills, assist students to practice skills, and to elaborate upon skills and concepts of particular interest and value to the group. A bibliography on programed instruction is appended. (JK)

VT 008 295
Home Nursing; Programmed Instruction. Student's Manual.

American National Red Cross, New York, N.Y. Nursing Services

American National Red Cross, 615 North St. Asaph Street, Alexandria, Virginia 22314.
PUB DATE - Nov66 200p.

*HEALTH OCCUPATIONS EDUCATION; *STUDY GUIDES; *NURSING; *HOMEBOUND; *PROGRAMED MATERIALS MATERIALS

A total of 393 frames are organized as follows: Lesson I, Maintaining Health covering (1) health habits, (2) diet planning, (3) home nursing fundamentals, (4) feeding the helpless patient, and (5) prevention of infection spread; Lesson II, Recognizing Illness, covering sign and symptoms of illness, throat inspection, temperature, pulse, and respiration, and record keeping; Lesson III, Body Mechanics, covering body posture, and techniques for moving patients and assisting them to move; Lesson IV, Personal Services for the Bed Patient, covering mouth and denture care, bed bath, back rub, and use of the bedpan and urinal; Lesson V, Bedmaking covering bedmaking techniques, techniques for the prevention of infection spread, and use of proper body mechanics; and Lesson VI, Medicines and Simple Treatments covering administration and recording of medications, treatments using heat and cold, and care of major and minor wounds. The instructor's manual is VT 008 294, also in this issue. (JK)

VT 009 485 ED 033 227
Kristy, Jean; McDaniel, Lucy V.
Brain and Nerves of the Human Body: A Programmed Text and Plate Booklet for Physical Therapy Aides.

Rancho Los Amigos Hospital, Inc., Downey, Calif.
Social and Rehabilitation Service (DHEW), Washington, D.C.

Attending Staff Association of Rancho Los Amigos Hospital, Inc., 12826 Hawthorn Street, Downey, California 90242 ($4.50).
PUB DATE - 68 92p.

*PROGRAMED MATERIALS; *HEALTH OCCUPATIONS EDUCATION; *NEUROLOGY; *PHYSICAL THERAPY AIDES; ADULT VOCATIONAL EDUCATION; JUNIOR COLLEGES

Designed by physical therapists on the basis of results of job analysis and tested with several individual and two small groups, this programed text and plate booklet are intended for either individual or group use in a hospital or junior college program. It is suggested that some discussion, demonstration, and application sessions be arranged in connection with each unit. The aim of the material is to provide basic information about the normal structure and function of the nervous system which the physical therapy aide needs to know in order to understand diseases and injuries involving the brain, the spinal cord, and nerves. Four units written in a linear format include: (1) Introduction to Brain and Nerves, (2) The Brain, (3) The Spinal Cord, and (4) Peripheral Nerves. A section addressed to the instructor includes information about

field testing, suggestions for enrichment, and behavioral objectives. The teacher should be a registered physical therapist or nurse. A pretest and a post test are appended. (JK)

VT 010 074
Curriculum Guides for Re-Training in Medical Technology.

National Committee for Careers in Medical Technology, Washington, D.C.
National Council on Medical Technology Education, Memphis, Tenn.
National Inst. of Health (DHEW), Washington, D.C. Div. of Allied Health Manpower

National Council on Medical Technology Education, 9650 Rockville Pike, Bethesda, Maryland 20014 ($2.75).
PUB DATE - Jun67 305p.

*HEALTH OCCUPATIONS EDUCATION; *MEDICAL TECHNOLOGISTS; *LABORATORY TECHNOLOGY; *CURRICULUM GUIDES; *RETRAINING; ADULT STUDENTS

This curriculum guide is intended primarily for the instructor engaged in re-training medical technologists who have been inactive for a minimum of two years. Major sections are: (1) Basic Science, (2) Examination of Urine, Semen, and Gastro-Intestinal Contents, (3) Hematology, (4) Coagulation, (5) Blood Banking and Immunohematology, (6) Microbiology, (7) Parasitology, (8) Immunology-Serology, (9) Instrumentation, (10) Chemistry, (11) Radioisotopes, and (12) Laboratory Administration and Supervision. Each section includes a content outline, a listing of references, and sample questions. (JK)

VT 010 511
An Instruction Guide for Teachers of Health Assistants.

Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical and Continuing Education

State Supervisor, Health Occupations Education, Pennsylvania State Department of Education, P.O. Box 911, Harrisburg, Pennsylvania 17126 (single copies).
PUB DATE - 69 36p.

*HEALTH OCCUPATIONS EDUCATION; INTERDISCIPLINARY APPROACH; *ENTRY WORKERS; *CURRICULUM GUIDES; *ADMINISTRATOR GUIDES; BIBLIOGRAPHIES; EQUIPMENT; PHYSICAL FACILITIES; HIGH SCHOOLS; OCCUPATIONAL INFORMATION

Prepared by a committee of local teachers with experience in planning and teaching a health assistant course, this handbook is designed to provide assistance to administrators establishing programs and to instructors who are planning and teaching courses. The health assistant is an entry worker who works under the supervision of a professional such as a nurse, physical therapist, or occupational therapist. Course objectives relate to the acquisition of knowledge, skills, attitudes, and habits as well as career exploration. The 1-year course is intended for students who have completed the 10th grade. Recommended instruction time is 15 hours per week. Major sections deal with: (1) philosophy of vocational education, (2) course objectives, (3) instructional practices, (4) physical facilities, (5) special helps in course planning, and (6) course content. Some units are: (1) Body Structure and Functions, (2) Study of Microorganisms, (3) Nutrition, (4) Drug Classifications and Usage, (5) Personal Hygiene, (6) Health Careers, and (7) Interpersonal Relationships. Sample lesson plans and prodecure sheets, a listing of equipment and supplies, and a bibliography are included. (JK)

VT 010 553
Bent, Edward W.
Emergency Care of the Sick and Injured.

California State Dept. of Education, Sacramento. Bureau of Industrial Education

California State Department of Education, Bureau of Industrial Education, Fire Service Training Program, 721 Capitol Mall, Room 414, Sacramento, California 95814 ($1.50). ($1.50).
PUB DATE - 69 122p.

*MANUALS; *TRAINING; *EMERGENCY SQUAD PERSONNEL; INJURIES; ILLUSTRATIONS; BIBLIOGRAPHIES; GLOSSARIES

This manual was prepared to aid fire service personnel in their effort to save lives and minimize suffering by providing a reference for formal training courses, informal

training sessions, and industrial study efforts. The manual is divided into 12 sections which give information about the following types of rescue operations: (1) Making a Diagnosis, (2) Treating Respiratory Emergencies, (3) Treating Circulatory and Heart Emergencies, (4) Treating Toxic Gas and Poison Emergencies, (5) Treating for Heat Emergencies, (6) Treating Flesh and Bone Injuries, (7) Childbirth Emergencies, (8) Treating for Shock, (9) Transporting Patients, (10) Treating Other Emergencies, (11) Rescue, and (12) Organization and Operation of Rescue Squads. Many pictures and diagrams are included in the body of the report and a glossary of terms and a bibliography are appended. (BC)

VT 010 581
Clinical Laboratory Assistant, A Study Guide. File No. 309.

Alabama Univ., University. Dept. of Trade and Industrial Education

Trade and Industrial Education, State Department of Education, P.O. Box 2847, University, Alabama 35486 ($2.00, answer book $1.25).
PUB DATE - Jan68 127p.

*MEDICAL LABORATORY ASSISTANTS; *STUDY GUIDES; *HEALTH OCCUPATIONS EDUCATION; STUDENT RECORDS; BIBLIOGRAPHIES; AUDIO VISUAL AIDS; ANSWER KEYS

This fourth revision was developed by a committee of trade and industrial education coordinators with consultation from a group of medical technologists. The three components are a listing of references and audio-visual aids, a student progress record, and lesson sheets which present information and questions to be answered by the student. Seventy-eight lessons are grouped under the topics: (1) Orientation, (2) The Microscope, (3) Urinalysis, (4) Gastric Analysis, (5) Hematology, (6) Blood Banking, (7) Clinical Chemistry, (8) Enzymes, (9) Parasitology, (10) Serology, (11) Spinal Fluid, and (12) Bacteriology. An answer book is available for $1.25 from the source listed above. (JK)

VT 010 589
Nurse's Aide. A Study Guide and Job Tests.

Alabama Univ., University Dept. of Trade and Industrial Education
Alabama State Dept. of Education, Montgomery. Trade and Industrial Education

Trade and Industrial Education, State Department of Education, P.O. Box 2847, University, Alabama 35486 ($1.75, answer book $1.25, test book $1.25, test answers $.75).
PUB DATE - Jan67 170p.

*HEALTH OCCUPATIONS EDUCATION; *NURSES AIDES; *STUDY GUIDES; ANSWER KEYS; *TESTS; STUDENT RECORDS; BIBLIOGRAPHIES

This third revision, prepared by trade and industrial coordinators, includes a study guide composed of a bibliography, a student progress record, and 72 lessons of questions and information sheets. A job test booklet presents an objective test for each lesson. An answer book keyed to the study guide and an answer book keyed to the job test booklet are available from the source of the document at $1.25 and $.75 respectively. (JK)

VT 010 687
Dental Assistant.

Alabama Univ., University. Dept. of Trade and Industrial Education

Trade and Industrial Education, State Department of Education, P.O. Box 2847, University, Alabama 35486 ($2.50, answer book $1.50).
PUB DATE Sep69 111p.

*HEALTH OCCUPATIONS EDUCATION; *STUDY GUIDES; DENTAL TECHNICIANS; *DENTAL ASSISTANTS; *JOB SKILLS; ON THE JOB TRAINING; WORKBOOKS

Revised by a committee of trade and industrial education coordinators, this study guide is for students use in checking progress in attaining skills necessary for a dental assistant. The first part of the guide contains a listing of 88 job skills with spaces for the student to check his job progress in a four-step method of on-the-job training, and his related study progress in reading reference material and answering study questions. The remaining part of the guide contains study questions and suggested

references for the 88 job skills. A bibliography of student references is included. An answer book "Answer Book for Dental Assistant" may be obtained from the source of availability indicated for this document. (SB)

HOME ECONOMICS
EDUCATION
SECTION

VT 000 089
Home and Family Life Education for Secondary Schools and Adults; Curriculum Guide. Curriculum Bulletin Series.

Dallas Independent School District, Tex.

PUB DATE - 12Jun63 66p.

*HOMEMAKING EDUCATION; *CURRICULUM GUIDES; CURRICULUM PLANNING; LEARNING ACTIVITIES; SECONDARY GRADES

Curriculum materials presented in this teaching guide are planned to develop the competencies necessary for effective personal, family, and community living. Suggestions are given for the following homemaking courses: (1) Eighth-Grade Homemaking and Homemaking 1 and 2 (Grade 9), (2) Homemaking 1-6 (Grades 10-12) with Homemaking 1 and 2 prerequisite to the remaining courses, (3) Home and Family Living 1 and 2, which are independent half-unit courses having no prerequisites and open to both boys and girls, and (4) Home and Family Life Education for out-of-school youth and adults. Scope, expected outcomes, and learning experiences are provided for the units of each course. (SB)

VT 000 094
McEniry, Margaret, And Others
Vocational Home Economics Cooperative Training Programs in Food Service for High Schools. Subject Matter Outlines and Selected References for Teachers and Students.

Ohio State Dept. of Education, Columbus

PUB DATE - Apr66 20p.

*OCCUPATIONAL HOME ECONOMICS; *CURRICULUM GUIDES; *FOOD SERVICE OCCUPATIONS; VOCATIONAL EDUCATION; NUTRITION INSTRUCTION; COURSE CONTENT; SECONDARY GRADES; FOODS INSTRUCTION INSTRUCTION

Developed by a committee of state supervisory staff, this course outline is for teacher use in conducting a 2-year job training program in food service at the high school level. The emphasis of the program is on nutrition, quantity planning, and purchasing. The subject matter outline for each year includes course objectives and briefly lists broad concepts for learning about quantity food purchasing, preparation, handling, and serving. The first-year outline includes: (1) health standards and personal hygiene, (2) employment opportunities and job success, (3) kitchen and dining room organization, (4) information on food preparation and quantity and cost control, (5) clean-up prodecures, and (6) pertinent legislation. The second-year outline includes: (1) basic nutrition, menu planning, recipe selection, and quantity food purchasing, (2) work simplification and organization, (3) kitchen organization and equipment selection, (4) recordkeeping, (5) job applications, and (6) supervised work experience. A listing of student and teacher references is included. (SB)

VT 000 098
Study Guide for Home Economics, Grade Eight.

Nashville-Davidson County Metropolitan Public Schools, Tenn.

PUB DATE - 65 69p.

*HOMEMAKING EDUCATION; *CURRICULUM GUIDES; GRADE 8; CURRICULUM PLANNING

This curriculum guide is for teacher use in planning an eighth grade home economics program. Objectives, suggested activities, and teaching and resource materials are provided for the following units: (1) Orientation, (2) Personal Development, (3) Children in the Family, (4) Community and National Living, (5) Food for the Family, (6) Housing for the Family, (7) Clothing for the Family, (8) Family Members as Consumers, (9) Family Relationships, and (10) Health and Family Living. (SB)

VT 000 107
Adkins, Dolores, And Others
Home Management, Vocational Home Economics Guide.

Phoenix Union High School System, Ariz.

PUB DATE - Jun65 58p.

*TEACHING GUIDES; *HOMEMAKING EDUCATION; *HOME MANAGEMENT; MONEY MANAGEMENT; SECONDARY GRADES

This teaching guide was developed by a vocational home economics workshop held in Phoenix, Arizona, and is to be used for teaching a 1-semester course in home management. Units include: Meaning of Management, Managing Personal and Family Finance, and Managing Time and Energy. Objectives, approximate time schedules, concepts and generalizations, learning experiences and activities, and resources are provided with each unit. Resource materials and source addresses are appended. (SB)

VT 000 118
Sorgman, Mayo, And Others
Home Arts Education. Curriculum Guide, Grade Seven Through Grade Twelve.

Stamford Public Schools, Conn.

PUB DATE - 63 126p.

*HOMEMAKING EDUCATION; *CURRICULUM GUIDES; CURRICULUM PLANNING; SECONDARY GRADES

Materials developed by home economics teachers in the Stamford school system are included in this curriculum guide. The program for Grades 7, 8, and 9 includes learning experiences, activities and resources for the following subject matter areas: clothing, foods, and home and family living. The program for Grades 10 and 11 provides learning experiences, activities, and resources for Clothing I and II and Foods I and II, while the program for Grade 12 includes learning experiences, activities, and resources for home and family living. (SB)

VT 000 120
Steele, Hilda Hodgson, And Others
Home Economics Course Outline, 9th, 10th, 11th, and 12th Grade.

Dayton Public Schools, Ohio

PUB DATE - 63 52p.

*CURRICULUM GUIDES; *HOME ECONOMICS EDUCATION; SLOW LEARNERS; BIBLIOGRAPHIES; SECONDARY GRADES

Prepared by a teacher committee, this course outline is for use in planning and implementing high school home economics programs for both boys and girls. Special courses designed to meet the needs of students whose capacities and achievement levels are lower than average are also included. Unit outlines for Home Economics I, II, III, and IV and for Special Education Home Economics I, II, III, and IV (slow learners) give grade level, content, prerequisites, hours required, suggested projects, and electives. An extensive bibliography including textbooks, resource books, bulletins, pamphlets, posters, periodicals, and audio-visual materials is provided. (AW)

VT 000 121
Curriculum Guide for Homemaking Education.

Savannah-Chatham County Public Schools, Ga.

PUB DATE - 64 100p.

*HOMEMAKING EDUCATION; *TEACHING GUIDES; SECONDARY GRADES

Developed by a county curriculum committee, this guide is for teacher use in planning student experiences for eighth grade and Homemaking I, II, and III programs. Emphasi, principles and understandings, and suggested group and individual activities are provided for units in the following areas: (1) clothing and textiles, (2) foods and nutrition, (3) relationships, (4) child care and development, (5) home improvement, housing, and home management, and (6) home service. (SB)

VT 000 770 08 C36 667
State Course of Study in Home Economics for Junior and Senior High Schools in Alaska Vol. III, State Course of Study for Alaskan Schools

Alabama State Dept. of Education, Montgomery

PUB DATE - ND 527p.

*HOME ECONOMICS EDUCATION; *STATE CURRICULUM GUIDES; LEARNING ACTIVITIES; SECONDARY GRADES; *OCCUPATIONAL HOME ECONOMICS; BIBLIOGRAPHIES; COURSE CONTENT; FOODS INSTRUCTION; *HOMEMAKING EDUCATION

Curriculum materials in each home economics area for junior and senior high school levels were developed over a 5-year period by a committee of state supervisory staff, college department chairmen, teacher educators, and teachers. The sequence of offerings is based on student experience at suggested grade levels and include: basic home economics, advanced home economics, specialized home economics, occupational training, and non-prerequisite courses. The subject-matter content, which is color coded, includes: (1) Art in Individual and Family Living, (2) Clothing and Textiles, (3) Foods and Nutrition, (4) Home Management and Family Economics, (5) Housing, and (6) Human Development and the Family. Concepts, generalizations, content, and learning experience are provided for each grade level. A selected bibliography is provided. (SB)

VT 000 339
Home Economics Guide, Seventh and Eighth Grade, 1965.

Rochester City School District, N.Y. Dept. of Home Economics

PUB DATE - 65 64p.

*HOMEMAKING EDUCATION; *TEACHING GUIDES; *CURRICULUM GUIDES; FOODS INSTRUCTION; NUTRITION INSTRUCTION; FAMILY RELATIONSHIP; TEENAGERS; CHILD CARE; CHILD DEVELOPMENT; CLOTHING INSTRUCTION; TEXTILES INSTRUCTION; GRADE 7; GRADE 8; *RESOURCE UNITS

Resource units for teacher use in seventh and eighth grade home economics classes were developed by a home economics curriculum committee in Rochester, New York. Seventh-grade units are Foods and Nutrition and Teenage Relationships. Eighth-grade units are Child Study and Clothing, Textiles, and Grooming. Generalizations, content, suggested experiences, and resources are provided for the concepts in each unit. Bibliographies are included for both units. (SB)

VT 000 352
Homemaking Teachers' Guide; Grades 9-12; Homemaking I, II, III and Home and Family Living.

Abilene Public Schools, Tex.

PUB DATE - 65 129p.

*HOMEMAKING EDUCATION; *TEACHING GUIDES; SECONDARY GRADES; CURRICULUM PLANNING

Developed over a 2-year period by Abilene homemaking teachers, this guide is for use in planning a program in home and family life education. A time allotment chart and suggested learning experiences at each grade level (Homemaking I, II and III) are provided for the following areas: (1) Feeding the Family, (2) Clothing the Family, (3) Housing the Family, (4) Health and Home Care of the Sick, (5) Child Development, (6) Family Relationships, and (7) Home Management. A 1-semester course for junior and senior girls and senior boys, Home and Family Living, suggests learning experiences in: (1) Personality Improvement, (2) Family Relations, (3) Dating, (4) Selection of a Mate, (5) Engagement, (6) Selection of Home and Furniture, (7) Being Married, and (8) Marriage Adjustments. A listing of homemaking textbooks for each grade level is included. (SE)

VT 000 386
Learning Experiences for the Seventh and Eighth Grade Home-Living Program. H.E. Bul. 24.

Washington State Board for Vocational Education, Olympia. Home and Family Life Div.

PUB DATE - 61 83p.

*CURRICULUM GUIDES; *HOMEMAKING EDUCATION; GRADE 7; GRADE 8; *UNIT PLAN; TEACHING TECHNIQUES; *LEARNING ACTIVITIES

A series of learning experiences designed to aid teachers in meeting the needs and interests of seventh and eighth grade students was developed during a 2-year study by a

qrcup of teachers and administrators from 14 centers and 20 schools in Washingtcn. An overview of the study is provided in Part I of the quide. Resulting from the study were a series of short teaching units in home living, and Part II contains 36 exanples of these units. Included with each short unit are reasons for the unit, pupil qoals, and learninq experiences. PaRt III contains expected behavior outcomes for the units and an adaptation of a scope and sequence chart in terms of behavioral objectives. Suqqestions for other learninq experiences, teachinq techniques, and teacher references are located in Part IV. Part V is a compilation of materials In the junior hiqh school level, includinq orqanization and purpose cf the junior hiqh school, developmental characteristics cf teenaqers, needs and interests of early adolescents, and references. (SB)

VT 000 387
Guidelines fcr Teachinq the House and Its Manaqement in Relation to the Family in Junior and Senior Hiqh School Homemakinq Classes. H.E. Bul. no. 29.

Washinqton State Board fcr Vocational Education, Olympia. Home and Family Life Education Education

PUB DATE - 65 74p.

*HOMEMAKING EDUCATION; *TEACHING GUIDES; *HOME MANAGEMENT; INTERIOR DESIGN; FURNITURE ARRANGEMENT; SPACE UTILIZATION; FAMILY MANAGEMENT; COMMUNITY INVOLVEMENT; COMMUNITY SERVICES; SECONDARY GRADES

Teachers in Washinqton durinq the 1962-64 school years identified the areas of home manaqement and developed the behavicral outcomes, principles, and learninq experiences on which this teacher's quide fcr beqinninq, intermediate, and advanced levels is based. Included are sections on behavicral outcomes and principles fcr: (1) identifyinq housinq values and translatinq into qoals, (2) meetinq specific aesthetic qoals, (3) meetinq economic, comfort, and efficiency qoals, and (4) developinq the relation of family housinq to the larqer society. Generalizations, learninq experiences, and resources are presented for each learninq level in the sections. Bulletins, pamphlets, kits, films, and textbooks are appended. (SB)

VT 000 389
Workinq Material in Teachinq Hcusinq.

Nebraska State Dept. of Education, Lincoln. Home Economics Education

PUB DATE - Feb66 21p.

*HOMEMAKING EDUCATION; *TEACHING GUIDES; *HOUSING; INTERIOR DESIGN; HOME MANAGEMENT; SPACE UTILIZATION; COMMUNITY PLANNING; SECONDARY GRADES

Originally developed in ccnferences in Nebraska, these curriculum materials were later tested in the classroom and revised by a state home economics curriculum committee. The mimeographed quide presents the materials as concepts on three learninq levels, with the secend level dependent cn the first, but the third level independent of the cther twc. Concepts studied are attractive surroundinqs in Level One, the livable home, home responsibilities, and trends in housinq in Level Two, and physiolocical, psycholcqical, and sociolocical aspects of housinq in Level Three. Included with each ccncept are qeneralizatiens and learninq experiences. Student and teacher references and supplementary resource materials are fcund in the bibliography. (SB)

VT 000 445
Yauger, Ruth, And Others
Home Economics: Senior High School--Home Planninq. Publication No. 173.

Akrcn Public Schools, Chic

Board of Education Warehouse, 550 East North Street, Akrcn, Ohio 44304 ($2.00).
PUB DATE - 64 90p.

*HOMEMAKING EDUCATION; *CURRICULUM GUIDES; SECONDARY GRADES; *HOME MANAGEMENT; HOMEMAKING SKILLS; *HOME FURNISHINGS

Developed by a curriculum study committee, and tested in the Akron (Ohio) Public Schools, this quide is for teacher use with students in grades 11 and 12 who have had at least a year of home economics. The two semester-long courses are Home Planning (housing and decoration) and Home Management (time, energy, and money). Learning experiences, classroom activities, provisions for individual differences, community

activities, visual aids, and references are included with each unit. Each course meets 1 period daily, 5 days a week. Supplementary materials needed include the textbook, "Understanding and Guiding Young Children," by Baker and Fane (Prentice Hall, New York), and also transparencies, visual aids, and books on consumer education, family relations, and management. (SB)

VT 000 446
Yauger, Ruth, And Others
Home Economics, Senior High School--Foods. Publication No. 172.

Akron Public Schools, Ohio

Board of Education Warehouse, 550 East North Street, Akron, Ohio 44304 ($2.00).
PUB DATE - 64 79p.

*CURRICULUM GUIDES; *HOME ECONOMICS EDUCATION; *FOODS INSTRUCTION;*NUTRITION INSTRUCTION; COOKING INSTRUCTION; SECONDARY GRADES

A curriculum study committee developed these curriculum materials for teacher use in planning a 2-year foods program. Foods and Nutrition I (Meal Planning) is designed as an elective for Grades 10, 11, or 12, and emphasizes principles of nutrition, consumer education, and management of time, materials, and equipment. Foods and Nutrition II (Specialty Food Preparation) is designed as an elective for Grades 10, 11, or 12 with Foods and Nutrition I as a prerequisite. The emphasis of this course is on study of nutrition, advanced methods of food preparation, gourmet foods, and creative and experimental cookery. A course description, objectives, learning experiences, classroom activities, provision for individual differences, interrelationships to other subject areas, skill competencies, community activities, a look at future careers and vocations, visual aids, and references accompany the units in each course. Supplementary references in foods and nutrition are necessary. (SB)

VT 000 447
Yauger, Ruth, And Others
Home Economics, Senior High School--Clothing.

Akron Public Schools, Ohio

Board of Education Warehouse, 550 East North Street, Akron, Ohio 44304 ($2.00).
PUB DATE - 64 107p.

*CURRICULUM GUIDES; *HOMEMAKING EDUCATION; *CLOTHING INSTRUCTION; *TEXTILES INSTRUCTION; CLOTHING DESIGN; SECONDARY GRADES; *TEACHING GUIDES

A senior high school curriculum study committee developed these curriculum materials for teacher use in planning a 3-year clothing course. Clothing I (Personal Appearance, Selection and Construction), Clothing II (Textiles and Tailoring), and Clothing III (Professional Tailoring and Design) are intended for Grades 10, 11, and 12, respectively, with Clothing I a prerequisite for the remaining courses. Objectives, course descriptions, learning experiences, classroom activities, interrelationships with other subject areas, community activities, visual aids, and references are provided for each course. A list of sources for teacher aids is included with Clothing III. As a necessary supplement, reference materials are needed on clothing construction, textiles, and purchasing of ready-to-wear clothes. (SB)

VT 000 875
A Guide to Housekeeping.

Cleanliness Bureau, New York, N.Y.
North Carolina State Board of Education, Raleigh. Adult Basic Education

PUB DATE - 69 55p.

*STUDY GUIDES; RESOURCE MATERIALS; *HOME ECONOMICS EDUCATION; *HOMEMAKING SKILLS; SAFETY SAFETY

House-cleaning tasks, home safety hints, and a house-cleaning plan are included in this reference material, illustrated with line drawings. Each house-cleaning task first lists the supplies needed, followed with step-by-step instructions for performing the task. The house-cleaning plan lists tasks to be performed daily, weekly, and yearly. The home safety section includes safety hints for avoiding possible home accidents. (SB)

VT 000 888
Schubert, Genevieve W.
A Sample Wage Earning Training Program for Waitress Training, Designed to Utilize Home Economics Skills and Knowledge and to Meet the Requirements of the Vocational Act of 1963.

Milwaukee Vocational, Technical, and Adult Schools, Wis. Home Economics Div.

PUB DATE - ND 62p.

*PROGRAM GUIDES; *OCCUPATIONAL HOME ECONOMICS; *WORK EXPERIENCE PROGRAMS; ON THE JOB TRAINING; PROGRAM PLANNING; COURSE DESCRIPTIONS; *FOOD SERVICE OCCUPATIONS; FOODS INSTRUCTION; SECONDARY GRADES
*WAITER WAITRESS TRAINING

Prepared by the Milwaukee Vocational, Technical, and Adult Schools, this guide is for teacher use in planning a 1-semester waiter-waitress training program which uses on-the-job training. Students must have completed a year of basic home economics prior to enrolling in the course. Section 1, Program Planning and Organization, provides an overview of the program, curriculum concepts, steps in program planning, and sample student information and community survey forms. Section 2, Implementing the Program, includes a job description, instructional outlines of required course topics, and sample student evaluation forms. Section 3, Post-Program Suggestions, contains followup techniques and sample employer-employee evaluation forms (SB)

VT 000 889
A Sample Wage Earning Training Program for Dry Cleaning and Laundry Aide, Designed to Utilize Home Economics Skills and Knowledge and to Meet the Requirements of the Vocational Education Act of 1963.

Milwaukee Vocational, Technical, and Adult Schools, Wis. Home Economics Div.

PUB DATE - ND 49p.

*PROGRAM GUIDES; *OCCUPATIONAL HOME ECONOMICS; *WORK EXPERIENCE PROGRAMS; ON THE JOB TRAINING; PROGRAM PLANNING; CLOTHING; CLOTHING INSTRUCTION; COURSE DESCRIPTIONS; SECONDARY GRADES
*DRY CLEANING AND LAUNDRY AIDE

Developed by the Milwaukee Vocational, Technical, and Adult Schools, this planning guide is for teacher use in developing a 1-semester wage training program for dry cleaning and laundry aides. The program is planned for at least 10 students who have had a year of basic home economics. The course, to be taught with or without on-the-job training, includes the following sections: (1) Program Planning and Organization, giving an overview of the program, planning steps, and examples of student information and community survey forms, (2) Implementing the Program, including educational concepts of the program, job description, instructional outlines for course topics, and sample students evaluation forms, and (3) Post-Program Suggestions, including follow-up techniques and sample employer-employee evaluation forms. (SB)

VT 000 891
Schubert, Genevieve W.
A Sample Wage Earning Training Program for Home Management Aide, Designed to Utilize Home Economics Skills and Knowledge and to Meet the Requirements of the Vocational Education Act of 1963.

Milwaukee Vocational, Technical and Adult Schools, Wis. Home Economics Div.

PUB DATE - ND 58p.

*PROGRAM GUIDES; *OCCUPATIONAL HOME ECONOMICS; *WORK EXPERIENCE PROGRAMS; ON THE JOB TRAINING; PROGRAM PLANNING; COURSE DESCRIPTIONS; HOME MANAGEMENT; *SERVICE OCCUPATIONS; CHILD CARE; HEALTH EDUCATION; SECONDARY GRADES

This program planning guide, prepared by the Milwaukee Vocational Technical and Adult Schools, is for teacher use in developing a 36-week wage training program for home management aide. The course, which utilizes classroom instruction coupled with on-the-job training, is planned for a 10-student class in the 11th or 12th grade who have had a year of basic home economics and a course in orientation to employment. Section 1, "Program Planning and Organization," provides an overview of the program, steps in program planning, and sample student information and community survey forms. Section 2,

"Implementing the Program," contains a job description, instructional outlines for the required course topics, teacher evaluation forms, and a bibliography. Section 3, "Post-Program Suggestions," provides follow-up techniques and evaluation forms. (SB)

VT 000 892
Schubert, Genevieve W.
A Sample Wage Earning Training Program for Child Day Care Aide, Designed to Utilize Home Economics Skills and Knowledge and to Meet the Requirements of the Vocational Education Act of 1963.

Milwaukee Vocational, Technical, and Adult Schools, Wis. Home Economics Div.

PUB DATE - ND 62p.

*OCCUPATIONAL HOME ECONOMICS; *PROGRAM GUIDES; *CHILD CARE WORKERS; GRADE 12; ADULT VOCATIONAL EDUCATION

A suggested 36-week (540 hours) program for training child care workers was prepared by the Home Economics Division of the Milwaukee Vocational Technical and Adult Schools. Sections include: (1) Program Planning and Organization, (2) Implementing the Program, and (3) Post-Program Suggestions. The teacher should be a college graduate with a major in early childhood education or child development and family life education. Student prerequisites include: (1) 1 school year of basic home economics, (2) a 1-semester course in orientation to the world of work, (3) 16 years of age or older, and (4) a senior in high school. (SB)

VT 000 893
Schubert, Genevieve W.
A Sample Wage Earning Training Program for Short Order Cook, Designed to Utilize Home Economics Skills and Knowledge and to Meet the Requirements of the Vocational Education Act of 1963.

Milwaukee Vocational, Technical, and Adult Schools, Wis. Home Economics Div.

PUB DATE - ND 73p.

*OCCUPATIONAL HOME ECONOMICS; *PROGRAM GUIDES; *FOOD SERVICE OCCUPATIONS; PROGRAM PLANNING; NUTRITION INSTRUCTION; FOODS INSTRUCTION; *COOKS; FOOD SERVICE WORKERS; SECONDARY GRADES; *WORK EXPERIENCE PROGRAMS; ON THE JOB TRAINING; COURSE DESCRIPTIONS

Developed by the Milwaukee Vocational, Technical, and Adult Schools, this guide is for teacher use in developing a wage-earning program for short-order cook. The 36-week program has been prepared for a maximum of 10 students who must be 16-21 and in the 11th or 12th grade and who have had one unit each of basic home economics and occupational orientation. The course is designed to be taught in the classroom accompanied by on-the-job training. Section 1, "Program Planning and Organization," contains an overview of the program, suggestions for organizing the program, and examples of student information and community survey forms. Section 2, "Implementing the Program," provides a job description, instructional outlines for the required course topics, examples of trainee evaluation forms, and a bibliography. Section 3, "Post-Program Suggestions," gives suggestions for followup and evaluation. (SB)

VT 001 646
Boyd, Fannie Lee
Teaching Family Finance. A Resource Guide for Home Economics Teachers.

Georgia Univ., Athens. Coll. of Education
Georgia State Dept. of Education, Atlanta. Div. of Vocational Education

Department of Home Economics Education, College of Education, University of Georgia, Athens, Georgia ($1.00).
PUB DATE - Aug68 104p.

*HOMEMAKING EDUCATION; *TEACHING GUIDES; *CONSUMER EDUCATION; *MONEY MANAGEMENT; FAMILY MANAGEMENT; BIBLIOGRAPHIES; *CURRICULUM GUIDES; STUDENT EVALUATION

Designed to assist home economics teachers in teaching family finance, the guide was developed in the 1963 Education in Family Finance workshop sponsored by the Institute of Life Insurance in cooperation with the College of Education and the School of Business Administration at the University of Georgia, and further refined and tested by home economics teachers. Three units are presented: (1) Managing Personal Income, (2) Managing Family Income, and (3) Managing Income of a Beginning Family. The format of

each unit is a list of objectives followed by an outline of six parallel columns headed: (1) Selected Emphasis and Possible Problems, (2) Generalizations: Principles and Understandings, (3) Group Experiences, (4) Individual Experiences, (5) Evidence of Growth, and (6) Teaching Aids. Case problems, bulletin board ideas, and evaluation devices are appended. (JK)

VT 001 896
Walker, Helen
Curriculum Plan for a Course in Family Living, Champaign Senior High School.

Champaign Community Unit 4 School District, Ill. Curriculum Resource Center

Curriculum Resource Center, Champaign Community Unit School District No. 4, 703 South New Street, Champaign, Illinois 61820 (no charge).
PUB DATE - 65 174p.

*HOMEMAKING EDUCATION; *CURRICULUM GUIDES; *FAMILY LIFE EDUCATION; FAMILY MANAGEMENT; PARENT EDUCATION; MARRIAGE; CHILD DEVELOPMENT; DATING (SOCIAL); GRADE 12

Curriculum materials for teaching a 2-semester course in family living have been developed by a Champaign, Illinois, home economics teacher. The course is designed as an elective for senior boys and girls and requires no prerequisites. A subject matter outline for the three sections, Preparation for Marriage, Family Money Management, and Preparation for Parenthood, contains suggested time allotment and student-teacher references. Objectives, vocabulary terms, subject matter generalizations, learning experiences, and film guides accompany the units of each section. (SB)

VT 002 062
Suggestions for the Teaching of Personal and Family Finance. Curriculum Bulletin No. 6.

Wyoming State Dept. of Education, Cheyenne

PUB DATE - 66 147p.

*HOMEMAKING EDUCATION; *RESOURCE MATERIALS; UNIT PLAN; *MONEY MANAGEMENT; FAMILY MANAGEMENT; TEENAGERS; SECONDARY GRADES; CURRICULUM PLANNING

Developed in two state conference workshops, the three resource units, each for a different grade level, are: Money Wise Teens (Home Economics I), Personal and Family Money Management (Home Economics II), and Money Management for Young AdultS (Home Economics III). In each unit suggestions are given for: (1) time allotment, (2) planning the unit with the students, (3) developing several major problem areas, (4) evaluating student progress, and (5) student and teacher references and teacher resource materials. (SB)

VT 002 455 ED 019 448
Long Beach City College Content Outlines for Courses in Home Economics-Related Occupations.

Long Beach City Coll., Calif.

Illinois Teacher of Home Economics; v9 n4 pp199-224 1965-66.
PUB DATE - Aug65 27p.

*OCCUPATIONAL HOME ECONOMICS; *CURRICULUM GUIDES; *FOOD SERVICE WORKERS; ADULT VOCATIONAL EDUCATION; APPAREL TRADES; FOOD; SEWING INSTRUCTION

Information on revised home economics related occupations courses is presented for (1) trade cooks, (2) kitchen helpers, (3) pantrymen, (4) fry cooks, (5) dinner cooks, (6) bakers and pastrymen, (7) meat cutters, (8) hotel, restaurant and institutional cooks, and (9) industrial sewing workers. The time required, prerequisites, purpose, catalog description, and course content outline are included for each course. (MS)

VT 002 307
Tucker, Clara
Housekeeper Service Training Syllabus.

Louisiana State Univ., Baton Rouge. School of Home Economics

PUB DATE - Sep66 [illegible]p.

*OCCUPATIONAL HOME ECONOMICS; *PROGRAM GUIDES; *VISITING HOMEMAKERS; *SERVICE OCCUPATIONS; FAMILY LIFE; CHILD DEVELOPMENT; HOME MANAGEMENT; COMPANIONS (OCCUPATION); SPECIAL HEALTH PROBLEMS; OLDER ADULTS; MENTAL RETARDATION; NUTRITION INSTRUCTION; ACCIDENT PREVENTION; FIRST AID; PROGRAM PLANNING; ON THE JOB TRAINING; ADULT VOCATIONAL EDUCATION

Developed by a committee of home economists, this syllabus is designed to help teachers organize and teach a homemaker service training program. The first part of the guide is devoted to organizing the program, which includes establishing the advisory committee, recruiting and screening trainees, and determining course content and work experience. The training consists of an 80-hour course (60 hours of instruction and 20 hours of supervised work experience) for a recommended enrollment of 25 persons with at least an eighth grade education. Time allotment, concepts, content outline, suggested activities, and reference materials are included for these units: (1) Introduction to Visiting Homemaker Service, (2) Ethics of Visiting Homemaker Service, (3) Working with People in the Home, (4) Understanding the Chronically Ill and Aging, (5) Personal Care of the Sick and Aging, (6) Mental Health, (7) Rehabilitation of the Aging and Ill, (8) Basic Nutrition, (9) Management--Use of Resources in the Home, (10) First Aid and Accident Prevention, (11) Human Development and the Family, and (12) Understanding Mental Retardation. Questions which may be used for trainee evaluation are given in the last section. (SB)

VT 007 962 ED 029 960
Rahmlow, Harold F.; Kiehn, Shirley
A Research Basis for Child Care Curriculum Development.

PUB DATE - ND 11p.

CURRICULUM DESIGN; *CURRICULUM RESEARCH; *OCCUPATIONAL HOME ECONOMICS; BEHAVIORAL OBJECTIVES; *CHILD CARE OCCUPATIONS; TASK ANALYSIS; CLUSTER GROUPING; *CURRICULUM DEVELOPMENT; *RESEARCH UTILIZATION; FUNDAMENTAL CONCEPTS

The educational implications of the research, "A Survey and Analysis of Major Tasks, Knowledges Associated with Work and Child Care Occupations," (ED 021 066 or VT 005 525, ARM Winter 1969) are examined. A proposed framework for curriculum development in child care contains task analysis, knowledge derivation, behavioral objective development, and organization of objectives into the curriculum. The knowledge required for the performance of many given tasks may transfer to the performance of others. General sets of capabilities increase the occupational opportunity and choice of individual students. To be useful as a component in vocational curriculum building, functional definitions of the characteristics and capabilities of a person who has attained an educational objective are needed. A behavioral objective states what the student can do, but it does not in any way state how the behavior must be learned. Teaching then becomes an act designed to facilitate learning, not an act having relevance in itself. A curriculum in child care should be a meaningful collection of behavior objectives which enables the learner to perform certain tasks and assume more responsibility for his own education. By beginning with knowledges and developing a curriculum of behavioral objectives, one exposes the communality of tasks and opens up a large potential for further generality. (FP)

VT 008 200
Your Guide for Teaching Money Management.

Household Finance Corp., Chicago, Ill. Money Management Inst.

Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601 ($.25).
PUB DATE - 68 31p.

*CURRICULUM GUIDES; HOME ECONOMICS EDUCATION; *MONEY MANAGEMENT; SECONDARY GRADES; *UNITS OF STUDY (SUBJECT FIELDS)

These guidelines are for teacher use in planning consumer education to prepare students to make intelligent consumer decisions, and they contain suggestions for working with those of limited, average, and advanced abilities, low income groups, sub-groups, and adults. Techniques are outlined, and examples included to aid in the use of word association, opinion polls, questionnaires, case studies, guest speakers, and individual activities to activate students. Generalizations, learning experiences, discussion questions, individual and group activities, and references are listed for the following money management concepts: (1) Values and Goals, (2) Money Management, (3) Money Income, (4) Consumer Partnerships, (5) Consumer Credit, (6) Savings, Insurance and Investments, and (7) Consumer Rights and Responsibilities. Sources and

criteria for selection of resource people, educational materials, and evaluation devices are included in the document. (FP)

VT 008 286
A Handbook for Teachers of Home Economics. Curriculum Bulletin No. 7.

New York City Board of Education, N.Y. Bureau of Curriculum Development

Publications Sales Office, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York 11201 ($2.50).
PUB DATE - Jun68 89p.

TEACHING GUIDES; HOME ECONOMICS EDUCATION; HOME ECONOMICS TEACHERS; *TEACHER RESPONSIBILITY; *TEACHING METHODS; SECONDARY GRADES

The handbook for classroom teacher use provides orientation and reference materials in methodology, extra-curricular activities, routines, safety, and professional growth. Contents are organized topically as: (1) Class Activities and Management, (2) Publicity, (3) References, (4) Routines, (5) Safety, (6) Scholarship and Awards, and (7) The Teacher. The Class Activities and Management section includes materials on clubs, contests, field trips, general hints for first term teaching, discipline cues, letters to parents, planning and time schedules. Routines are described for the laboratories, general classroom operation, evaluation, supplies, equipment, and requisitions. Teacher responsibility, privileges, and qualities are discussed in regard to accidents, attire, duties and professional growth. The Safety section includes safety reports and practices, accident forms, and instructional materials for use in teaching safe practices related to Home Economics. The student's written safety examination is included in the document. (FP)

VT 008 371
Family Finance and Consumer Education for Secondary Schools and Adult Education. Home Economics Bulletin No. 71.

Idaho State Board for Vocational Education, Boise. Home Economics Education

Idaho State Board for Vocational Education, 518 Front Street, Boise, Idaho 83702 ($3.00).
PUB DATE - May66 201p.

*CURRICULUM GUIDES; *HOME ECONOMICS EDUCATION; *CONSUMER EDUCATION; *MONEY MANAGEMENT; FAMILY INCOME; ADULT EDUCATION; *FAMILY MANAGEMENT; SECONDARY GRADES

Resource materials for teacher use in developing consumer education curriculum for secondary level and adult homemaking students were developed by a group of homemaking teachers. A multi-color format distinguishes the beginning, intermediate, and adult level instructional material. Unit content is organized according to concepts, generalizations, and learning experiences which will help the students analyze cause and effect of problems and draw their own conclusions. The pupil thus gains experience in thinking through problems and in forming a framework for future problem solving. Each unit contains a reference list. Topics at the beginning level are personal money management, credit buying, personal recreation, and clothing buying. Major concerns of intermediate level are managing the family food dollar and home furnishings. The advanced level curriculum covers income, tax, credit, housing, health, savings, investment and insurance. (FP)

VT 009 332
Shaffer, Pauline
You, the Waitress.

California State Polytechnic Coll., San Luis Obispo. Dept. of Home Economics
California State Dept. of Education, Sacramento

Vocational Education Productions, California State Polytechnic College, San Luis Obispo, California 93401 ($7.50 for filmstrip and illustrated script).
PUB DATE - 67 20p.

*FILMSTRIPS; *SCRIPTS; *OCCUPATIONAL HOME ECONOMICS; *FOOD SERVICE WORKERS; *SALES WORKERS; FOOD SERVICE; SECONDARY GRADES; POST SECONDARY GRADES; OCCUPATIONAL INFORMATION; OCCUPATIONAL GUIDANCE; CAREER OPPORTUNITIES
*WAITRESSES

This illustrated manual and its companion 65-frame filmstrip were developed by college

faculty and high school teachers for use in high school or junior college vocational classes. The material was reviewed by teachers and subject-matter specialists prior to and following production. Vocational teachers will normally use this filmstrip for one or two class periods for viewing and discussion with average ability students. The content provides occupational information and presents the essentials of table-setting and food service. The duties of the waitress are described, including the setting of tables, service of food, and clearing of tables. Additional supplementary material should be used in addition to the material in the filmstrip and illustrated manual. (DM)

VT 009 525
Instructional Guide for Human Sexuality. Tentative Guide.

Parsippany-Troy Hills Board of Education, Parsippany, N.J. Curriculum Materials Center

Parsippany-Troy Hills Township School, Box 52, Parsippany, New Jersey 07054 ($3.50).
PUB DATE - ND 190p.

*TEACHING GUIDES; *CURRICULUM GUIDES; HOME ECONOMICS EDUCATION; *LESSON PLANS; *SEX EDUCATION; *SEXUALITY; INSTRUCTIONAL MATERIALS; AUDIOVISUAL AIDS; BIBLIOGRAPHIES; REFERENCE MATERIALS; ANNOTATED BIBLIOGRAPHIES; ELEMENTARY GRADES; SECONDARY GRADES

Developed by a teacher committee, this teacher's guide is for use in planning and implementing lessons in sex education for grades kindergarten through 12. The first part of the guide includes separate instructional units for each grade, providing, in outline form, concepts to be developed, suggested content, and learning activities. Appendixes following the units for grades nine to 12 are concerned with various problems and questions of social and sexual development. The second major portion of the content, the teacher reference section, provides: (1) definitions and statements, (2) reference books listed specifically for the primary, intermediate, and secondary levels, (3) list of publications, charts, and booklets with brief annotations, (4) free or inexpensive resource materials available, (5) recommended audiovisual materials, (6) pupil resources or learning materials, (7) suggested parent references, and (8) a general bibliography. Additional resource material is desirable in presenting the subject. (AW)

VT 009 543
Clothing Repairs. Home and Garden Bulletin No. 107.

Agricultural Research Service (DOA), Washington, D.C.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (A1.77:107, $.25).
PUB DATE - Oct65 32p.

*RESOURCE MATERIALS; *HOMEMAKING EDUCATION; *CLOTHING; *SUPPLEMENTARY TEXTBOOKS; *CLOTHING INSTRUCTION; ILLUSTRATIONS

This teacher and student reference, prepared as a consumer service by the Agricultural Research Service, provides information on the following: (1) mending equipment and aids, (2) basic repair stitches and their uses, (3) reinforcement of garments before wearing, (4) patches and darns, and (5) mends for common clothing damages. Photographs and line drawings illustrate the repairing procedures. (SB)

VT 009 958 ED 037 527
Dietitian Aide.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center
Texas Education Agency, Austin. Div. of Homemaking Education

Home Economics Instructional Materials Center, P.O. Box 4067, Texas Tech University, Lubbock, Texas 79409 ($10.00).
PUB DATE - Sep69 337p.

*CURRICULUM GUIDES; *STUDY GUIDES; *OCCUPATIONAL HOME ECONOMICS; *FOOD SERVICE WORKERS; *DIETETICS; COOPERATIVE EDUCATION; JOB ANALYSIS; TASK ANALYSIS; HEALTH PERSONNEL; GRADE 11; GRADE 12; INSTRUCTIONAL MATERIALS; OCCUPATIONAL INFORMATION

This course of study for the dietitian aide is one of a series available for use by teacher-coordinators and students in Grade 11 and 12 home economics cooperative education programs. Based on job analysis interviews with health care facilities personnel, this course was prepared by teachers and Instructional Materials Center staff, field-tested, and revised prior to publication. Intended for teacher use in

course planning or for independent study by students, the course outline relates tasks to general objectives and competencies needed to perform effectively on the job. Contents consist of four main sections: Instructional Materials for Students, Answer Sheets for Instructional Materials Study Questions, Unit Tests, and Answer Keys for Unit Tests. Unit topics are: (1) What is a Dietitian Aide? (2) Dietitian Aide: A Member of the Dietary Team, (3) Diet Therapy, (4) Dietary Food Service Equipment, (5) Techniques of Food Preparation, (6) Fundamentals of Food Service Procedures, (7) Safety Precautions, (8) Sanitation, and (9) Basic Skills in Management. Units give tasks, objectives, questions, references, and assignments. A bibliography is included. (AW)

VT 009 959 ED 037 528
Home Economics Cooperative Education.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center
Texas Education Agency, Austin. Div. of Homemaking Education

Home Economics Instructional Materials Center, P.O. Box 4067, Texas Tech University, Lubbock, Texas 79409 ($3.50).
PUB DATE - Aug69 106p.

*PROGRAM GUIDES; *PROGRAM PLANNING; *OCCUPATIONAL HOME ECONOMICS; *COOPERATIVE EDUCATION; *INSTRUCTOR COORDINATORS; INSTRUCTIONAL MATERIALS; EMPLOYMENT PROGRAMS; PROGRAM COORDINATION; SECONDARY GRADES

Prepared by home economics instructional materials center staff, this handbook is for use by home economics cooperative education teacher-coordinators in planning vocational home economics gainful employment programs and courses on the high school level. Contents include: (1) general information on the programs, (2) approved occupations for the program, (3) teacher qualifications and information on the role of the teacher-coordinator, (4) organization and composition of the advisory committee, (5) facilities and equipment, (6) selection of students and training stations, (7) student placement, (8) training plans and related class instruction, (9) instructional materials recommended for the program, (10) various suggested activities, (11) program publicity, and (12) information on Future Homemakers of America. Supplementary materials provided include samples of: (1) questionnaires, reports, forms, rating sheets, and training plans, (2) unit plans, with study questions and assignments, unit test, and answer sheet, (3) employer rating sheets and correspondence, (4) teacher-coordinators' schedule forms and diary entries, (5) newspaper articles, (6) business correspondence, and (7) publicity chart. The handbook was developed for use in Texas schools, but could be adapted for use in other geographic locations. (AW)

VT 009 960 ED 037 529
Housekeeping Management Assistant.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center
Texas Education Agency, Austin. Div. of Homemaking Education

Home Economics Instructional Materials Center, P.O. Box 4067, Texas Tech University, Lubbock, Texas 79409 ($9.50, student edition for $6.00).
PUB DATE - Sep69 273p.

*CURRICULUM GUIDES; *STUDY GUIDES; *OCCUPATIONAL HOME ECONOMICS; *MAIDS; COOPERATIVE EDUCATION; JOB ANALYSIS; TASK ANALYSIS; INSTRUCTIONAL MATERIALS; GRADE 11; GRADE 12; OCCUPATIONAL INFORMATION

This course of study for housekeeping management assistant is one of a series available for use by teacher-coordinators and students in home economics cooperative education programs for grades 11 and 12. Based on job analysis interviews with hotel, motel, hospital, institutional, and domestic housekeeping personnel, this course was prepared by teachers and Instructional Materials Center staff, field-tested, and revised prior to publication. Intended for use by teachers in course planning or for independent study by students, the course outline relates tasks to general objectives and competencies needed to perform effectively on the job. The content consists of four main sections: Instructional Materials for Students, Answer Sheets for Instructional Materials Study Questions, Unit Tests, and Answer Keys for Unit Tests. Some topics covered are: (1) description of housekeeping management assistant, (2) equipment and supplies, (3) daily duties, (4) daily duties in hospitals, (5) occasional duties, (6) floor maintenance, (7) laundry procedures, and (8) child care. Most units include tasks, objectives, references, assignments, and questions, and some are illustrated with line drawings and diagrams. A bibliography is provided. (AW)

VT 009 961 ED 037 530
Food Service Employee.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center
Texas Education Agency, Austin. Div. of Homemaking Education

Home Economics Instructional Materials Center, P.O. Box 4067, Texas Tech University, Lubbock, Texas 79409 ($10.00).
PUB DATE - Sep69 401p.

*CURRICULUM GUIDES; *OCCUPATIONAL HOME ECONOMICS; *FOOD SERVICE WORKERS; *FOOD SERVICE; *STUDY GUIDES; FOODS INSTRUCTION; COOPERATIVE EDUCATION; JOB ANALYSIS; TASK ANALYSIS; INSTRUCTIONAL MATERIALS; GRADE 11; GRADE 12; OCCUPATIONAL INFORMATION

This course of study for the food service employee is one of a series available for use by teacher-coordinators and students in Grade 11 and 12 home economics cooperative education programs. Based on job analysis interviews with food service personnel, it was prepared by teachers and Instructional Materials Center staff, field-tested, and revised prior to publication. Designed for use by teachers in course planning or for independent study by students, the course outline relates tasks to general objectives and competencies needed to perform effectively on the job. The content contains four main sections: Instructional Materials for Students, Answer Sheets for Instructional Materials Study Questions, Unit Tests, and Answer Keys for Unit Tests. Unit topics are: (1) What is a Food Service Employee? (2) Sanitation, (3) Safety Precautions, (4) Commercial Kitchen Equipment, (5) Techniques of Food Preparation, (6) Food Production, (7) Fundamentals of Bus Service, (8) Table Service Techniques, and (9) Procedures for Receiving and Storing Foods. Units provide information, questions, assignments, and student exercises. (AW)

VT 009 962 ED 037 531
Clothing Assistant.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center
Texas Education Agency, Austin. Div. of Homemaking Education

Home Economics Instructional Materials Center, P.O. Box 4067, Texas Tech University, Lubbock, Texas 79409 ($10.00).
PUB DATE - Sep69 352p.

*CURRICULUM GUIDES; *STUDY GUIDES; *OCCUPATIONAL HOME ECONOMICS; *CLOTHING MAINTENANCE SPECIALISTS; SEAMSTRESSES; *NEEDLE TRADES; COOPERATIVE EDUCATION; JOB ANALYSIS; TASK ANALYSIS; INSTRUCTIONAL MATERIALS; GRADE 11; GRADE 12; OCCUPATIONAL INFORMATION

This course of study for clothing assistants is one of a series available for use by teacher-coordinators and students in Grade 11 and 12 home economics cooperative education programs. Based on job analysis interviews with drycleaning and retail store alteration department personnel, this course was prepared by teachers and Instructional Materials Center staff, field-tested, and revised prior to publication. Intended for teacher use in course planning or for independent study by students, the course outline relates tasks to general objectives and competencies needed to perform effectively on the job. Contents consist of four main sections: Instructional Materials for Students, Answer Sheets for Instructional Materials Study Questions, Unit Tests, and Answer Keys for Unit Tests. Topics covered include: (1) definition of a clothing assistant, (2) ready made clothing, (3) equipment, (4) general alterations, (5) men's and women's alterations, (6) repairing clothing, (7) drycleaning procedures, and (8) fabric types. Most units contain general information on the subject, tasks, objectives, references, and assignments. Numerous diagrams and line drawings are included. (AW)

VT 009 963 ED 037 532
Child Care Aide.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center
Texas Education Agency, Austin. Div. of Homemaking Education

Home Economics Instructional Materials Center, P.O. Box 4067, Texas Tech University, Lubbock, Texas 79409 ($10.00).
PUB DATE - Sep69 433p.

*CURRICULUM GUIDES; *OCCUPATIONAL HOME ECONOMICS; *STUDY GUIDES; CHILD CARE; *CHILD CARE WORKERS; *CHILD CARE OCCUPATIONS; COOPERATIVE EDUCATION; JOB ANALYSIS; TASK ANALYSIS; INSTRUCTIONAL MATERIALS; GRADE 11; GRADE 12; OCCUPATIONAL INFORMATION

This course of study for the child care aide is one of a series available for use by teacher-coordinators and students in Grade 11 and 12 home economics cooperative education programs. Based on job analysis interviews with child care center personnel, the course was prepared by teachers and Instructional Materials Center staff, field-tested, and revised prior to publication. Intended for teacher use in course planning or for independent study by students, the course outline relates tasks to general objectives and competencies needed to perform effectively on the job. Contents consist of four main sections: Instructional Materials for Students, Answer Sheets for Instructional Materials Study Questions, Unit Tests, and Answer Keys for Unit Tests. Some of the unit topics are: (1) The Child and His Family, (2) The Child in a Child Care Center, (3) Children's Food and Eating Habits, (4) Children's Play: A Learning Experience, (5) Books and Music for Children, (6) Nature and Science Experiences, (7) Toys and Games for Children, (8) Health and Safety, (9) Infant Care, and (10) The Exceptional Child. Most units include tasks, objectives, references, and assignments, and many are illustrated with line drawings. A bibliography is provided. (AW)

VT 009 964 ED 037 533
Home Furnishings Aide.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center
Texas Education Agency, Austin. Div. of Homemaking Education

Home Economics Instructional Materials Center, P.O. Box 4067, Texas Tech University, Lubbock, Texas 79409 ($10.50, student edition for $7.00).
PUB DATE - Sep69 484p.

*CURRICULUM GUIDES; *OCCUPATIONAL HOME ECONOMICS; *HOME FURNISHINGS; *STUDY GUIDES; JOB ANALYSIS; FURNITURE; COOPERATIVE EDUCATION; TASK ANALYSIS; INSTRUCTIONAL MATERIALS; GRADE 11; GRADE 12; OCCUPATIONAL INFORMATION

This course of study for the home furnishings aide is one of a series available for use by teacher-coordinators and students in Grade 11 and 12 home economics cooperative education programs. Based on job analysis interviews with home furnishings personnel, this course was prepared by teachers and Instructional Materials Center staff, field-tested, and revised prior to publication. Intended for teacher use in course planning or for independent study by students, the course outline relates tasks to general objectives and competencies needed to perform effectively on the job. Contents consist of four main sections: Instructional Materials for Students, Answer Sheets for Instructional Materials Study Questions, Unit Tests, and Answer Keys for Unit Tests. Unit topics cover: (1) What is a Home Furnishings Aide? (2) Business Aspects, (3) Interior Design Studios and Department Stores, (4) The Client's Home, (5) Basic Drapery Construction, (6) Construction of Miscellaneous Decorative Furnishings, (7) The Upholstery Workroom, and (8) Care and Maintenance. Units provide tasks, objectives, questions and references, and many are illustrated with line drawings and diagrams. A bibliography is also included. (AW)

VT 009 970
Michigan Bibliography of Resource Materials for Training in Home Economics Related Occupations.

Michigan State Dept. of Education, Lansing

PUB DATE - 68 59p.

*BIBLIOGRAPHIES; *INSTRUCTIONAL MATERIALS; *OCCUPATIONAL HOME ECONOMICS; CHILD CARE OCCUPATIONS; TEXTILES INSTRUCTION; CLOTHING INSTRUCTION; FOOD SERVICE OCCUPATIONS; HEALTH OCCUPATIONS; HOME FURNISHINGS

This bibliography is a listing of resource materials for use in training students for home economics related occupations. Materials are listed alphabetically by author or title within eight divisions, entitled: (1) General References for Occupational Teaching, (2) Child Care, Elderly and Health Services, (3) Clothing, Textiles and Related Services, (4) Domestic Services, Dry Cleaning and Laundry Services, (5) Food Services and Nutrition, (6) Housing, Equipment, Furnishing and Related Art, (7) Special Needs, and (8) Films, Filmstrips, Periodicals, Pamphlets and Publications. Brief annotations accompany some of the films. Entries range in date from 1946 to 1967 and availability sources are provided for all. (AW)

VT 010 050
Reading Script, Study Guide, and Printed Originals for Young Underfashions. A Comprehensive Teaching Unit.

Sears, Roebuck and Co., Skokie, Ill. Consumer Information Service

Consumer Information Services, Sears, Roebuck and Company, Department 703 Public Relations, 7401 Skokie Boulevard, Skokie, Illinois 60076 ($1.00).
PUB DATE - 68 36p.

*RESOURCE MATERIALS; TEACHING GUIDES; *HOMEMAKING EDUCATION; *CLOTHING INSTRUCTION; *TRANSPARENCIES; CONSUMER EDUCATION

Developed by Sears Consumer Information Services, this teaching resource on selection, wear, and care of underfashions for adolescent girls is designed to help the teacher make the most effective use of the filmstrip, "The New You," and booklets for student study, all included in the kit on young underfashions. The resource presents: (1) suggested concepts and generalizations, (2) learning experiences, including pretests, discussion questions, individual assignments, group projects, and bulletin boards, (3) a listing of supplementary materials and sources of information, (4) printed originals to use for preparing overhead transparencies, and (5) printed script and frames from the filmstrip on underfashions. (SB)

VT 010 051
Your Space Age Kitchen; Study Guide, Printed Originals, and Reading Script. A Comprehensive Teaching Unit.

Sears, Roebuck and Co., Skokie, Ill. Consumer Information Services

Consumer Information Services, Sears, Roebuck and Company, Department 703 Public Relations, 7401 Skokie Boulevard, Skokie, Illinois 60076 ($1.00).
PUB DATE - 69 42p.

*HOMEMAKING EDUCATION; *TEACHING GUIDES; RESOURCE MATERIALS; HOME MANAGEMENT; INTERIOR DESIGN; SPACE UTILIZATION; *TRANSPARENCIES; CONSUMER EDUCATION; *UNITS OF STUDY (SUBJECT FIELDS)
*KITCHEN PLANNING

Developed by Sears Consumer Information Services to supply materials for teaching kitchen planning and management, this teacher's guide is to be used with materials from the teaching unit "Your Space Age Kitchen." The guide contains: (1) concepts and generalizations, (2) suggested learning experiences, including discussion questions and individual and group projects, (3) a list of resource materials and sources of information, (4) printed originals, and (5) reading script accompanied by frames from the filmstrip "Your Space Age Kitchen," which is available from the address listed above. (SB)

VT 010 052
Silhouettes of Fashion.

Sears, Roebuck and Co., Skokie, Ill. Consumer Information Services

Consumer Information Services, Sears, Roebuck, and Company, Department 703 Public Relations, 7401 Skokie Boulevard, Skokie, Illinois 60076 ($1.00).
PUB DATE - 69 23p.

*RESOURCE MATERIALS; HOME ECONOMICS EDUCATION; DISTRIBUTIVE EDUCATION; *CLOTHING; *CONSUMER EDUCATION; CLOTHING DESIGN; *CLOTHING INSTRUCTION; AUDIOVISUAL AIDS; INSTRUCTIONAL MATERIALS
*FASHION

Prepared by the Consumer Information Services of Sears, Roebuck and Co., this booklet is intended to aid teachers in presenting a comprehensive unit on fashion and its relationship to world events, both past and present. Selected fashion silhouettes from Sears catalogs covering seven decades (1896-1969) are presented, each accompanied by a brief commentary on that time period, largely concerned with the fashions of the era and how they reflect the changing role of women over the years. The booklet also includes a study guide providing basic concepts and related generalizations to be stressed, suggested activities and discussion topics, and a bibliography. The illustrations are suitable for reproduction as overhead projections for classroom instructional use. (AW)

VT 010 053
Campbell, Sally R.
A Guide to the Catalog and Other Community Resources for Consumer Education Classes, A

Department Store in the Classroom. Educator Resource Series.

Sears, Roebuck and Co., Skokie, Ill.

Consumer Information Services, Sears, Roebuck and Company, Department 703 Public Relations, 7401 Skokie Boulevard, Skokie, Illinois 60076 ($1.00).
PUB DATE - 69 43p.

*CONSUMER EDUCATION; *RESOURCE MATERIALS; *HOMEMAKING EDUCATION; *PURCHASING; TEACHING TECHNIQUES

This pamphlet has been developed by Sears Consumer Information Services as a resource for teachers of consumer education courses. The guide contains: (1) objectives for using catalogs in consumer education classes, (2) concepts, generalizations and related learning experiences based on the catalog, (3) teaching techniques based on the use of catalogs, (4) community resources available to consumer education instructors, (5) guidelines for use of newspapers and magazines in consumer education classes, (6) criteria for judging educational value of outside materials, and (7) listing of additional sources of teaching aids related to consumer education. (SB)

VT 010 064
Fashions in Dining; Study Guide, Printed Originals and Reading Script. A Comprehensive Teaching Unit.

Sears, Roebuck and Co., Skokie, Ill. Consumer Information Services

Consumer Information Services, Sears, Roebuck and Company, Department 703 Public Relations, 7401 Skokie Boulevard, Skokie, Illinois 60076 ($1.00).
PUB DATE - 69 40p.

*HOMEMAKING EDUCATION; *TEACHING GUIDES; *RESOURCE MATERIALS; *CONSUMER EDUCATION; FOODS INSTRUCTION; TRANSPARENCIES; SECONDARY GRADES
TABLEWARE SELECTION; *TABLESETTING

This teacher's guide is to be used with materials from the teaching unit "Fashions in Dining," which was developed by Sears Consumer Information Services to aid teachers in presenting information on table setting and the purchase of tableware. The guide presents: (1) suggested concepts and generalizations, (2) learning experiences, including pretests, discussion questions, and individual and group projects, (3) a listing of supplementary materials and sources of information, (4) printed originals for making transparencies, (5) instructor's key for the printed originals with suggested student activities, and (6) a reading script accompanied by frames from the filmstrip "Fashions in Dining," which is available from the address listed above. (SB)

VT 010 124
Consumer Information Learning Aids. Hidden Value Series.

Sears, Roebuck and Co., Skokie, Ill. Consumer Information Services

Consumer Information Services, Sears, Roebuck and Company, Department 703 Public Relations, 7401 Skokie Boulevard, Skokie, Illinois 60076 ($2.50).
PUB DATE - ND 162p.

*STUDY GUIDES; *HOMEMAKING EDUCATION; HOME FURNISHINGS; CLOTHING; CONSUMER EDUCATION

This series of reference pamphlets developed by Sears Consumer Information Services includes: (1) Your Space Age Kitchen, (2) How to Select Major Home Appliances, (3) How to Select Paint and Wallcovering for Your Home, (4) How to Select Furniture, (5) How to Select Window Treatments, (6) Let's Decorate the Bathroom, (7) How to Select Floor Covering, (8) Fashions in Dining, (9) How to Select Young Underfashions, and (10) Selecting Fashions. Each pamphlet is illustrated either with photographs, line drawings or both. (SB)

VT 010 126
Color in Home Furnishings; Study Guide and Printed Originals.

Sears, Roebuck and Co., Skokie, Ill. Consumer Information Services

Consumer Information Services, Sears, Roebuck and Company, Department 703 Public Relations, 7401 Skokie Boulevard, Skokie, Illinois 60076 ($2.50).
PUB DATE - 68 33p.

*HOMEMAKING EDUCATION; *STUDY GUIDES; *HOME FURNISHINGS; *COLOR; *COLOR PLANNING; TRANSPARENCIES

This three-part study guide was developed by Sears Consumer Information Services. "An Introduction to Color," (Part One) provides information and illustrations of basic color facts, different color schemes, optical illusions with colors, color symbolism, and suggestions for using color. "Printed Originals for Color in Home Furnishings From Sears," (Part Two) consists of 10 transparencies illustrating basic color concepts and combinations, with instructions for their use. "Study Guide for Color in Home Furnishings from Sears," (Part Three) presents color concepts and generalizations, learning experiences, and sources of information. The pamphlet is illustrated with color photographs and line drawings. (SB)

VT 010 127
On Your Way...To Brighter Wash Days; Your Complete Guide to New Fibers and Fabrics, New Laundry Methods, Laundry Area Planning.

Sears, Roebuck and Co., Skokie, Ill. Consumer Information Services

Consumer Information Services, Sears, Roebuck and Company, Department 703 Public Relations, 7401 Skokie Boulevard, Skokie, Illinois 60076 ($1.00).
PUB DATE - ND 84p.

*RESOURCE MATERIALS; *HOMEMAKING EDUCATION; *CONSUMER EDUCATION; CLOTHING; *TEXTILES; HOME MANAGEMENT; HOME FURNISHINGS; ILLUSTRATIONS
LAUNDRY PLANNING; *CLOTHING CARE; LAUNDRY EQUIPMENT

This pamphlet, developed by Sears Consumer Information Services, advises the consumer on the care of washable clothing in present laundry facilities while introducing new ideas for laundry equipment and space. Sections are: (1) Get a Good Start, discussing fibers, fabrics, finishes, laundry supplies, stain treatment, and preparation of wash loads, (2) Ways to Wash, (3) Ways to Dry and Iron, (4) Laundry Area Planning, and (5) Appliance Buying Guide. Charts and illustrations augment each section. (SB)

VT 010 244
Follow These Suggestions for Better Bulletin Boards.

New Mexico State Board for Vocational Education, University Park. Div. of Home Economics
Economics

PUB DATE - Nov65 36p.

*INSTRUCTIONAL AIDS; *AUDIOVISUAL AIDS; *HOME ECONOMICS EDUCATION; *BULLETIN BOARDS

Intended for use by home economics teachers in planning and arranging bulletin boards, the handbook includes a rating scale for evaluating bulletin boards, suggestions for bulletin board titles, and examples of bulletin board ideas in such homemaking areas as sewing, cooking, personality development and personal relationships. Instructions are also given for making flannel boards. (AW)

VT 010 289
A Date with Your Future; Money Management for the Young Adult, For Home and Family Living Classes.

Health Insurance Inst., New York, N.Y. Education Div.

Institute of Life Insurance, 277 Park Avenue, New York, New York 10017.
PUB DATE - 69 32p.

*HOMEMAKING EDUCATION; *STUDY GUIDES; *FAMILY LIFE EDUCATION; FAMILY MANAGEMENT; *MONEY MANAGEMENT

This reference material has been developed for student use in home and family living classes. Chapters are: (1) Shaping Your Future, (2) Skills for Your Future, (3) The Job in Your Future, (4) The Wedding in Your Future, and (5) The Family in Your Future. Worksheets containing suggested class activities and student problems conclude each chapter. (SB)

VT 010 364 ED 037 560
Consumer Education Bibliography.

Yonkers Public Library, N.Y.
President's Committee on Consumer Interests, Washington, D.C.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PR36.8:C76/E47, $.65).
PUB DATE - 69 178p.

*CONSUMER EDUCATION; *ANNOTATED BIBLIOGRAPHIES; CONSUMER ECONOMICS; RESEARCH; MONEY MANAGEMENT; CREDIT (FINANCE); AUDIO-VISUAL AIDS; INSTRUCTIONAL MATERIALS

This annotated bibliography is a listing of more than 2,000 books, booklets, pamphlets, films, filmstrips, and other materials in the field of consumer interests and education. It is intended for use by educators, librarians, executives and other personnel in business and industry, researchers, writers, and housewives. Major categories are: (1) Consumer Classics, (2) Role of the Consumer--Impact of Consumers on the Economy and Influences of the Marketplace on Consumption, (3) Consumer Behavior--Factors That Motivate and Stimulate Consumers, (4) Agencies and Organizations--Services to Consumers, (5) Money Management--Aids to Personal and Family Financial Planning, (6) Consumer Goods and Services--Purchases and Use, (7) Credit--Principles for Use, Sources, and Costs, (8) Debtor Problems--Garnishment and Bankruptcy, (9) Taxation--Effects on Consumer and Consumption, (10) Legal Rights and Responsibilities, (11) Issues and Perspectives, (12) Frauds, Quackery, and Deception, and (13) Consumer Education--Methods and Materials. (JK)

VT 010 404
Pattern Alteration: A Guide for Leaders in Clothing Programs. Home Economics Research Report No. 32.

Agricultural Research Service (DOA), Washington, D.C.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (A1.87:32/2, $.40).
PUB DATE - Aug67 40p.

*HOMEMAKING EDUCATION; *RESOURCE MATERIALS; *CLOTHING INSTRUCTION; *UNITS OF STUDY (SUBJECT FIELDS); ILLUSTRATIONS
*PATTERN ALTERATION

This resource pamphlet, prepared by the Agricultural Research Service, contains information on adjusting patterns to take care of figure irregularities. The following information is included: (1) buying the right size pattern, (2) measurements needed for checking pattern and comparison of pattern measurements to the individual's measurements, (3) instructions for altering patterns, (4) alterations for individual fitting problems, and (5) alterations in slacks. The pamphlet is illustrated with photographs, drawings, and a suggested measurement chart. (SB)

VT 010 442
Home Economics Occupational Education. Child Care Services Training Guide.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development

Publications Distribution Unit, State Education Department, Albany, New York 12224 ($.75).
PUB DATE - 69 106p.

*OCCUPATIONAL HOME ECONOMICS; *PROGRAM GUIDES; *CHILD CARE OCCUPATIONS; CHILD CARE WORKERS; SCHOOL AIDES; *CHILD CARE; CHILD DEVELOPMENT; HANDICAPPED CHILDREN; SALESMANSHIP; GRADE 11; GRADE 12; ADULT VOCATIONAL EDUCATION; JOB SKILLS

Developed by the Bureau of Secondary Curriculum Development of the New York State Department of Education, this training guide has been prepared to assist school administrators and other local personnel in developing occupational programs in: the sale of infants' and children's merchandise, and care and guidance of infants and toddlers, children, ages 3 to 6, children, ages 6-12, and handicapped children. Section One provides procedures for implementing the program, including establishing the advisory committee, identifying and describing occupations for training, selecting staff and trainees, and providing children, training, and facilities. Section Two gives a brief description of the curriculum organization and guidelines for adapting it to local and area situations. Section Three outlines the 2-year course of study in two parts: Part One (120 course hours) is an orientation to work, and PArt Two (780 course hours) describes job skills and provides suggested learning experiences to develop the job skills for five child care service occupations. A list of teacher resources and coded child care services occupations are included. (SB)

VT 010 566
A Plan of Action for Adult Education: Family Life and Parent Education, Home Economics Related Occupations, Homemaker's Role in the Community.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Home Economics Education

PUB DATE - 69 82p.

*HOME ECONOMICS EDUCATION; CURRICULUM PLANNING; *STATE CURRICULUM GUIDES; *ADULT VOCATIONAL EDUCATION; LESSON PLANS; PROGRAM PLANNING; *TEACHING GUIDES

This 3-part curriculum guide was developed for use in adult vocational and technical training programs by the Oklahoma Division of Home Economics Education. Part I, Organizing and Adult Action Program, gives guidelines for program development. Part II, Why Not Try These, provides suggestions for planning a 3-year adult program, working with adults and low income families, and meeting gainful employment needs of adults. Examples of check lists designed to gain information about the community and about the interests of adults, and a sample course evaluation are included. Part III, These Have Worked, contains examples of adult courses that have been developed. Included are a community planned adult class, a 2-year adult education program, an adult class in family finance, and an adult class in self-improvement. (SB)

VT 010 568
Course for Cooks in Nursing Homes and Small Hospitals. Instructor's Manual.

Oklahoma State Dept. of Vocational-Technical Education, Stillwater. Div. of Home Economics

PUB DATE - ND 178p.

*OCCUPATIONAL HOME ECONOMICS; *COOKS; *HOSPITALS; *NURSING HOMES; *CURRICULUM GUIDES; TEACHING GUIDES

Prepared for use in classes for cooks in health care centers and sponsored by the Oklahoma Department of Education with the cooperation of the State Nursing Home Association, Dietetic Association, and Department of Public Health, this instructor's manual is intended to provide an outline and suggestions for course implementation. Lessons deal with: (1) menu planning, (2) modified diets, (3) food preparation, (4) protein cookery, (5) yeast and quick breads, cakes, beverages, cereals, and convenience foods, (6) salad and vegetable preparation, (7) sanitation, maintenance, and safety, (8) foods service and its importance, (9) food acceptance and emotions, (10) food purchasing, receiving, and storage, and (11) food cost control and efficiency in the food service department. Outlines include suggested content and teaching methods and tools. Objective tests and sample forms are also presented. (JK)

VT 010 569
Consumer Education; The Management of Personal and Family Financial Resources.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Home Economics Education

PUB DATE - 69 227p.

*HOME ECONOMICS EDUCATION; *CONSUMER EDUCATION; *CURRICULUM GUIDES; MONEY MANAGEMENT; FAMILY INCOME; CONSUMER ECONOMICS; SECONDARY GRADES; ADULT VOCATIONAL EDUCATION; RESOURCE MATERIALS; BEHAVIORAL OBJECTIVES

Developed by the Oklahoma Division of Home Economics Education, this guide is for teacher use in planning a consumer education program at three levels (Grades 9-10, 10-11, and 11-12 and young adult) for students in vocational home economics. Emphases include: earning and managing family and personal income at the beginning level, functions and uses of money in our economy at the intermediate level, and achieving financial security at the advanced level. The program may be integrated with the subject matter areas of food and nutrition, clothing and textiles, housing and home management, human development and the family, and with home economics related occupations related occupations curriculums. Behavioral objectives, concepts and generalizations, learning experiences, and evaluation suggestions are presented to aid planning. Subject matter content at each experience level and in an integrated program are provided in a scope and sequence chart and an objectives list. References for teacher and student use as well as audiovisual aids are appended. (SB)

VT 010 575
Frontiers and Fundamentals; A Short Course in Appliance Homemaking.

Association of Home Appliance Manufacturers, Chicago, Ill.

Association of Home Appliance Manufacturers, 20 North Wacker Drive, Chicago, Illinois 60606 ($1.00).
PUB DATE - 68 118p.; A Report on the 1968 National Home Appliance Conference (Denver, Colo., Oct. 24-26).

*HOME ECONOMICS EDUCATION; *ELECTRICAL APPLIANCES; *CONSUMER EDUCATION; *CONFERENCE REPORTS; CHARTS; ILLUSTRATIONS; APPLIANCE REPAIRING; *ELECTRICAL APPLIANCES ASSOCIATION OF HOME APPLIANCE MANUFACTURERS; AHAM; *NATIONAL HOME APPLIANCE CONFERENCE, DENVER, COLORADO, OCTOBER, 1968

Conference participants were given a "short course" in appliance homemaking including information on good cooking practices, kitchen planning, use of laundry aids, care of textiles, appliance servicing, and consumer education. The program also looked at innovations expected in the future in the above areas. The proceedings, covering the curriculum of the course, are divided into four sections. Part I contains information on refrigerators, stoves, electronic cooking, dishwashers, and disposers. The second section deals with new fabrics, washing machines, enzymes, and irons and part three provides data on vacuum cleaners, air conditioners, hair dryers, electric toothbrushes, and other small appliances. The last section concerns consumer education. A list of the 55 regular members of the American Home Appliance Manufacturers is appended. (BC)

VT 010 665
Lemmon, Louise
An Adviser's Guide to Help Future Homemakers of America Evaluate Their Own Growth.

Future Homemakers of America, Washington, D.C.

Future Homemakers of America, U.S. Office of Education, Washington, D.C. 20202 ($.35).
PUB DATE - 67 36p.

*HOMEMAKING EDUCATION; MANUALS; *EVALUATION; EVALUATION METHODS; *INDIVIDUAL DEVELOPMENT; STUDENT EVALUATION; *SELF EVALUATION; *STUDENT ORGANIZATIONS *FUTURE HOMEMAKERS OF AMERICA

This guide was developed by an associate professor of home economics in collaboration with the national headquarters staff of Future Homemakers of America (FHA) as an aid for advisors in helping FHA members assess chapter and individual experiences. Sections are: (1) The Why and How of Evaluation, (2) Motivation and the Evaluation Process, (3) Application of Evaluation Principles, and (4) Evaluation of Individual Growth. Examples of evaluation methods are included as well as a bibliography of related materials. (SB)

VT 010 666
Senior Home Economics: A Guide for Teachers. Home Economics Series No. 2.

Missouri State Dept. of Education, Jefferson City

PUB DATE - ND 55p.

*HOMEMAKING EDUCATION; *TEACHING GUIDES; GRADE 12; CURRICULUM PLANNING; *ROLE PERCEPTION; PARENT EDUCATION; HUMAN RELATIONS; CHILD DEVELOPMENT; FOODS INSTRUCTION; CLOTHING INSTRUCTION; NUTRITION INSTRUCTION; TEXTILES INSTRUCTION; HOME MANAGEMENT; HOUSING; INTERIOR DESIGN; FAMILY HEALTH

The materials in this teaching guide, developed by a state home economics curriculum committee, are designed for senior girls planning for marriage, college or a career, and who have had little or no home economics education previously. Anticipated competencies, generalizations, and suggested activities are provided for these major concepts: (1) Roles of Women, (2) Use of Leisure, (3) Human Relationships, (4) Parenthood, (5) Child Development, (6) Clothing, (7) Food and Nutrition, (8) Management, (9) Housing and Interiors, and (10) Family Health. A list of resources is included. (SB)

VT 010 667
Home Nursing and Family Health: A Guide for Teachers. Home Economics Series No. 4.

Missouri State Dept. of Education, Jefferson City

PUB DATE - 67 24p.

*HOME ECONOMICS EDUCATION; *TEACHING GUIDES; *NURSING; CAREER OPPORTUNITIES; COMMUNITY HEALTH SERVICES; *FAMILY HEALTH; HEALTH INSURANCE; ACCIDENT PREVENTION; FIRST AID

This teaching guide, developed by a state home economics curriculum committee, is for teaching home nursing and family health. Anticipated competencies, generalizations, and suggested activities are provided for four major concepts: (1) Development of the Nursing Profession, (2) Community Health Services and Agencies, (3) Maintenance of Family Health, and (4) Nursing Procedures. A list of resources is included. (SB)

VT 010 668
Basic Home Economics: A Guide for Teachers. Home Economics Series No. 1.

Missouri State Dept. of Education, Jefferson City

PUB DATE - ND 50p.

*HOMEMAKING EDUCATION; *TEACHING GUIDES; HUMAN DEVELOPMENT; CLOTHING INSTRUCTION; FOODS INSTRUCTION; NUTRITION INSTRUCTION; HOME FURNISHINGS; SECONDARY GRADES; CURRICULUM PLANNING

Developed by a state home economics curriculum committee, this teacher's guide is for planning a 1-year basic program to be a required prerequisite for later semester courses in clothing and textiles, foods and nutrition, and Home Economics II. The guide, designed for the seventh, eighth, ninth or 10th grade, includes anticipated competencies, generalizations, suggested learning activities, and suggested time allotment for these major concepts: (1) Human Development, (2) Clothing and Textiles, (3) Foods and Nutrition, and (4) Housing and Interiors. Resource materials for each concept are included. (SB)

VT 010 669
Food Service: A Guide for Teachers. Occupational Home Economics Series No. 2.

Missouri State Dept. of Education, Jefferson City

PUB DATE - ND 68p.

*OCCUPATIONAL HOME ECONOMICS; *TEACHING GUIDES; FOOD SERVICE INDUSTRY; *FOOD SERVICE OCCUPATIONS; JOB SKILLS; JOB TRAINING; ACCIDENT PREVENTION; FOODS INSTRUCTION; NUTRITION INSTRUCTION; CAREER OPPORTUNITIES; CURRICULUM PLANNING; SECONDARY GRADES

Developed by a state home economics curriculum committee, this teaching guide is to be used in planning a 1- or 2-year training program in food service. Anticipated competencies, content, and suggested activities are provided for these major concepts: (1) Overview of the Food Service Industry and Related Services, (2) Characteristics of Employees in the Food Industry and Related Services, (3) Aspects of Job Performance, (4) Commonalities of Food Service Jobs, and (5) Basics of Food Service. Job Analyses, examples of student information and evaluation forms, and references are included. (SB)

VT 010 670
Housing and Interior Design: A Guide for Teachers. Home Economics Series No. 3.

Missouri State Dept. of Education, Jefferson City

PUB DATE - ND 40p.

*HOMEMAKING EDUCATION; *TEACHING GUIDES; *HOME FURNISHINGS; *HOUSING; INTERIOR DESIGN; HOUSING NEEDS; CURRICULUM PLANNING; SECONDARY GRADES

This teaching guide, developed by a state home economics curriculum committee, is for use in planning a course in housing and interior design. Anticipated competencies, generalizations, and suggested learning activities are provided for these major concepts: (1) Individual and Family Housing Needs, (2) Housing Influences, (3) Design, (4) Securing Housing, and (5) Impact of Change. A resource list of films, filmstrips, pamphlets, commercial aids, magazines, and books is included. (SB)

# INDUSTRIAL ARTS EDUCATION SECTION

VT 001 958
Industrial Arts Curriculum Planning Guide, Grades 7-12.

Idaho State Dept. of Education, Boise. Div. of Instruction

PUB DATE - 6Dec63 133p.

*INDUSTRIAL ARTS; CURRICULUM GUIDES; *SECONDARY EDUCATION; *PROGRAM DESCRIPTIONS; EDUCATIONAL PHILOSOPHY; EDUCATIONAL OBJECTIVES; *STATE CURRICULUM GUIDES; COURSE DESCRIPTIONS; COURSE OBJECTIVES; COURSE ORGANIZATION; INSTRUCTIONAL MATERIALS

Developed by an industrial arts committee at the state level, this state curriculum guide is for teacher use in planning and implementing courses for students in all areas of industrial arts from grades 7-12. The program is pyramided, beginning with a general course at the junior high level offered 55 minutes per day, 5 days a week, and progressing to a high degree of specialization for grades 11-12, structured so that a student may take one or more courses for 2 successive years. Course description, course objectives, instructional activities, and instructional units are given for the 22 courses, with major emphasis on drawing, woodwork, electricity, and metals, but provision also for the newer craft areas such as plastics, leather, art metal, mosaics, and ceramics. A final section on curriculum implementation offers suggestions to the instructor concerning student projects, project planning, resource material, and shop safety. (GR)

VT 007 384
Hedges, Charles S.; Womack, R.C.
Fluid Power in Plant and Field. Volume 1.

Womack Machine Supply Co., Dallas, Tex.

Womack Machine Supply Company, P.O. Box 35027, Dallas, Texas 75235 ($5.85).
PUB DATE - 68 174p.

*SUPPLEMENTARY TEXTBOOKS; *TRADE AND INDUSTRIAL EDUCATION; *FLUID POWER EDUCATION; *FLUID POWER; EQUIPMENT MAINTENANCE; EQUIPMENT UTILIZATION; *KINETICS; SECONDARY EDUCATION; ADULT VOCATIONAL EDUCATION

This supplementary text is for student or teacher use in industrial or vocational classes. It contains tips, suggestions, and ideas for improving fluid power equipment performance, preventing premature failures, and correcting malfunctions or breakdowns. Chapter headings are: (1) Air and Hydraulic Cylinders, (2) Air and Hydraulic Valves, (3) Hydraulic Pumps and Motors, (4) Hydraulic Oil Reservoirs, (5) Accumulators, (6) Heat Exchangers for Oil Cooling, (7) Air Line Filters, ReGulators, and Lubricators, (8) Dryers for Compressed Air, and (9) Vacuum Pumps, Valves, and Cylinders. Numerous Line drawings are provided in each chapter and nine charts and tables provide reference data. Volume 2 is in progress. Related documents are VT 007 439-VT 007 441 (both in this issue). (EM)

VT 007 439
Hedges, Charles S.
Industrial Fluid Power. Volume 1.

Womack MAchine Supply Co., Dallas, Tex.

Womack Machine Supply Company, P.O. Box 35027, Dallas, Texas 75235 ($5.95).
PUB DATE - 65 184p.

*TEXTBOOKS; *INDUSTRIAL EDUCATION; *FLUID POWER; SECONDARY GRADES; ADULT VOCATIONAL EDUCATION

This text, written by an engineer and a technical staff, is first in a series of three for student and teacher use in industrial arts, vocational, or adult courses treating fluid power. Principles of fluid power transmission and the common components such as pumps, valves, and cylinders are treated. Chapters, each illustrated with numerous line drawings, are: (1) Fundamentals of Fluid Power, (2) Cylinders, (3) 2 and 3-Way Valves, (4) 4 and 5-Way Valves, (5) Pumps, and (6) Accessories. Supplementary materials include a glossary, 120 review questions and answers, and USA Standards Institute symbols. A set of color slides based on the text's illustrations is available from the publisher. Volume 2 and 3 of this series are available as VT 007 440 and VT 007 441, respectively, and a related document, "Fluid Power in Plant and Field, Volume 1," is available as VT 007 384, all in this issue. (EM)

VT 007 440
Hedges, Charles S.
Industrial Fluid Power. Volume 2.

Womack Machine Supply Co., Dallas, Tex.

Womack Machine Supply Company, P.O. Box 35027, Dallas, Texas 75235 ($5.25).
PUB DATE - 66 144p.

*TEXTBOOKS; *INDUSTRIAL EDUCATION; *FLUID POWER; SECONDARY GRADES; ADULT VOCATIONAL EDUCATION

This text, written by an engineer and a technical staff, is the second in a series of three for student and teacher use in industrial arts, vocational or adult courses treating fluid power. The use and control of air and hydraulic cylinders are covered in these chapters: (1) Application Ideas for Cylinders, (2) Basic Air Circuits, (3) Basic Hydraulic Circuits, and (4) Combination Aid/Oil Circuits. Each chapter has numerous line drawings, and a set of color slides based on these illustrations is available. Supplementary materials include tables of cylinder speed and force and USA Standards Institute symbols. Volume 1 and 3 of this series are available as VT 007 439 and VT 007 441, respectively, and a related document,"Fluid Power in Plant and Field, Volume 1," is available as VT 007 384, all in this issue. (EM)

VT 007 441
Hedges, Charles S.
Industrial Fluid Power. Volume 3.

Womack Machine Supply Co., Dallas, Tex.

Womack Machine Supply Company, P.O. Box 35027, Dallas, Texas 57235 ($5.90).
PUB DATE - 68 170p.

*TEXTBOOKS; *INDUSTRIAL EDUCATION; *FLUID POWER; SECONDARY GRADES; ADULT VOCATIONAL EDUCATION

This text, written by an engineer and a technical staff, is the last in a series of three for student and teacher use in industrial arts, vocational, or adult courses treating fluid power. Chapters, illustrated with numerous line drawings and containing review questions, are: (1) Introduction to Fluid Motors, (2) Review of Thrust, Torque, and Power, (3) Selection of Hydraulic Motors, (4) Electric and Hydraulic Motors Compared, (5) Directional Control of Hydraulic Motors, (6) Speed Control of Hydraulic Motors, (7) Closed Loop Hydraulic Systems, (8) Installation of Hydraulic Motors, (9) Air Motors, (10) Rotary Actuators, and (11) Pressure Intensifiers. Supplementary materials include conversion tables for units of measure, pipe capacity, and USA Standards Institute symbols. Volume 1 and 2 of this series are available as VT 007 439, and VT 007 440, respectively, and a related document, "Fluid Power in Plant and Field, Volume 1," is available as VT 007 384, all in this issue. A teacher's manual now being prepared for this text may be obtained from the above address for $1.50. (EM)

VT 007 864
Industrial Arts Graphic Communications 10, 20, 30.

Edmonton Dept. of Education (Alberta)

Government of the Province of Alberta, Department of Education, Room 712, Staionary and Supplies, Administration Building, Edmonton, Alberta.
PUB DATE - Sep68 44p.

*CURRICULUM GUIDES; *INDUSTRIAL ARTS; *GRAPHIC ARTS; DRAFTING; PHOTOGRAPHY; PRINTING; COMMUNICATIONS

Developed by a committee of teachers, supervisors, and teacher educators for teacher use in three multiple activity programs in graphics, this curriculum guide is designed for grades 10, 11 and 12, covering 8,000 minutes per course or a total of 24,000 minutes for all three courses. The contents include: (1) General Introduction, (2) Introduction to Graphic Communications, Course Organization, and Objectives, (3) Graphic Communications 10, including one unit each of drafting and photography, and two units of printing and reproducing processes, (4) Graphic Communications 20, including one unit each of drafting and photography, and two units of printing and processing, and (5) Graphic Communications 30, including one unit each in drafting, photography, printing and reproducing processes, and bindery. References are included for each

course. (GR)

VT 008 796
Organization and Administration Forms for Industrial Arts.

Instructional Materials Service, Kennedy, Minn.

Instructional Materials Service, P.O. Box 244, Kennedy, Minnesota 56733.
PUB DATE - ND 34p.

*INDUSTRIAL ARTS; *RECORDS (FORMS); *SECONDARY SCHOOLS; *PROGRAM ADMINISTRATION; ORGANIZATION

This series of organization and administration forms are designed for use in junior and senior high school industrial arts programs, and in courses in organization and administration of industrial arts at the teacher education level. Samples of 25 different forms are shown, and an order form and price list are included. (GR)

VT 009 658
Guidelines for Establishing and Evaluating Drafting and Design Technology Programs.

Florida State Dept. of Education, Tallahassee. Technical and Health Occupations Education Section

PUB DATE - Jan68 21p.

*DRAFTING; *PROGRAM CONTENT; PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; PROGRAM PLANNING; *PROGRAM GUIDES; VOCATIONAL EDUCATION

To communicate to school officials, program and facility planners, and instructors in technical education, the essential concepts and requirements for an effective program of drafting and design technology, this guide outlines a program designed to meet the technician entry level requirements of industry. Included are: (1) Overview, (2) Purpose, (3) Objectives, (4) General Requirements, (5) Admission Requirements, (6) Program Operation, (7) Length of Program, (8) Curriculum, (9) Physical Facilities and Equipment, (10) Classroom Educational Specifications, (11) Materials Testing Equipment, (12) Future Trends, (13) Faculty Qualifications, (14) General Criteria for Program Establishment, and (15) Occupational Employment Cluster. A bibliography is appended. (GR)

VT 009 704
Roye, Charles W.
Arts and Crafts for K to 6.

Leflore County School District, Greenwood, Miss.

Leflore County Schools, Highway 82 West, Greenwood, Mississippi 38930 ($2.00).
PUB DATE - 69 33p.

*CURRICULUM GUIDES; *INDUSTRIAL ARTS; *PREVOCATIONAL EDUCATION; *CURRICULUM PLANNING; ELEMENTARY GRADES
*ARTS AND CRAFTS

Individually developed and pilot tested with approximately 400 students, this curriculum guide is for teacher use in planning prevocational courses in arts and crafts for grades K-6. Content includes: (1) statement of philosophy, (2) purposes, (3) objectives of the program, (4) information on the teaching staff and consultants, (5) necessary facilities and tools, (6) suggestions for in-service teaching training, (7) reference list, and (8) the proposed curriculum. The curriculum section provides a basic outline of possible projects and activities that might be used in each grade level from K to 6 for the subject areas of: (1) health and safety, (2) communicative arts, (3) mathematics, (4) science, (5) music and the arts, and (6) citizenship and social studies. The material should be used selectively and adapted to local needs by the individual classroom teacher. (AW)

VT 009 706
Metalworking; Vocational-Industrial Education Curriculum Guide. Curriculum Bulletin Series.

Dallas Independent School District, Tex.

Dallas Independent School District, 3700 Ross Avenue, Dallas, Texas 75204 ($2.73).
PUB DATE - 67 110p.

*CURRICULUM GUIDES; *INDUSTRIAL EDUCATION; *METAL WORKING OCCUPATIONS; SECONDARY GRADES; *METALS

This curriculum guide was developed by teachers of metalworking in conjunction with the Department of Vocational-Industrial Education of the Dallas Independent School District, Dallas, Texas, for use by local industrial arts teachers, supervisors, and counselors in planning and implementing courses in metalworking for grades 7-12. Contents include six units: two on exploratory metalworking for grades 7 and 8, and four on metalworking to be taught at the senior high school level. Units provide introductory information, scope, expected outcomes, hours per unit, project ideas, bibliographies, and outlines listing skills and knowledge to be developed and teaching suggestions. Numerous photographs illustrate the guide. The material presented should be used flexibly and adapted by individual teachers to fit particular learning situations. (AW)

VT 009 779
Industrial Testing; Industrial Arts Teaching Guide.

Cumberland County Industrial Arts Teachers Association, Pa.
Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of General and Academic Education

Pennsylvania State Department of Public Instruction, Box 911, Harrisburg, Pennsylvania 17126.
PUB DATE - 67 25p.

*INDUSTRIAL ARTS; *INSTRUCTIONAL MATERIALS; *TEACHING GUIDES; TEACHING TECHNIQUES *INDUSTRIAL TESTING

This teaching guide, prepared by a county organization of industrial arts teachers is for use in upgrading industrial arts offerings in materials testing and contains the following outlined material: (1) organizing the initial investigation, including topics and activities relating to properties of materials, processes, selecting material or process for investigation, forming teams for investigation, and collecting information about material or process, (2) reporting to class, (3) testing methods and equipment, (4) establishing procedures of inquiry, and (5) presenting oral reports. Reference lists are included. (GR)

VT 009 899
A Tentative Guide for Implementing Industrial Arts Education. Curriculum Guide 1.

Tulsa Public Schools, Okla. Dept. of Industrial Arts and Vocational-Technical Education

Tulsa Public Schools, P.O. Box 45208, Tulsa, Oklahoma 74145 ($3.00).
PUB DATE - 69 120p.

*CURRICULUM GUIDES; *INDUSTRIAL EDUCATION; SECONDARY EDUCATION; *ADMINISTRATOR GUIDES; TEACHER RESPONSIBILITY; INDUSTRIAL ARTS TEACHERS; BIBLIOGRAPHIES; RECORDS (FORMS)

One of a series developed by a committee of teachers, this revised curriculum guide is for teachers, administrators and counselors to use when implementing an industrial arts education program at the junior and senior high school level. Major topics are: (1) Guide for Instructors of Industrial Arts Education, (2) The Industrial Arts Curriculum, (3) Industrial Arts Education Curriculum Offerings, (4) Implementing Instruction in Industrial Arts Education, (5) Opening and Closing Procedures for the Instructors in Industrial Arts Education, (6) Suggestions for Instructors, (7) The Instructor in Industrial Arts Education, (8) Supplemental Materials for Industrial Arts Education, (9) Safety Instruction in Industrial Arts Education, and (10) Forms Used in Industrial Arts Education. A list of defined terms and a bibliography are included. A related document, "A Tentative Guide for Implementing Vocational and Technical Education," is available as VT 009 894, (also in this issue). (GR)

VT 009 942 ED 035 733
Williams, William A.
An Accident Prevention Program for School Shops and Laboratories; A Suggested Guide for School Administrators.

National Safety Council, Chicago, Ill.
Office of Education (DHEW), Washington, D.C.

National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611 ($6.50).
PUB DATE - ND 254p.

*LABORATORY SAFETY; INDUSTRIAL ARTS; SCHOOL SHOPS; *SCHOOL SAFETY; *SAFETY EDUCATION; NATIONAL ORGANIZATIONS; GUIDELINES; BIBLIOGRAPHIES; *ACCIDENT PREVENTION; LABORATORY MANUALS; *RESOURCE GUIDES
*NATIONAL SAFETY COUNCIL

Effective and realistic planning and improvement of the educational environment can prevent accidents and injuries in school shops and laboratories. This guide makes specific recommendations for organizing and administering such a program and suggests methods and techniques for implementing the recommendations. Chapters cover organizing, administering, and implementing an accident prevention program, education and training for accident prevention, and a bibliography of books, pamphlets, booklets, periodical articles, unpublished materials, visual aids, posters and charts, and catalogs and directories. Appended are (1) State Level--Master Plan Format for Accident Prevention in School Shops and Laboratories, (2) Local Level--Master Plan Format for Accident Prevention in School Shops and Laboratories, (3) An Outline for a School Shop Safety Program, (4) Acknowledgement of Safety Instruction and Pledge, (5) Sources of Helpful National Organizations, (6) Model School Eye Safety Law, (7) Job Safety Analysis--Work Sheet, and (8) National Standard School Shop Safety Inspection List. (GR)

VT 010 276
Skuse, Harland G.
Basic Electricity, Theory and Practice.

Thomas A. Edison Vocational and Technical High School, Elizabeth, N.J.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903 ($2.00).
PUB DATE - Jul64 225p.

*VOCATIONAL EDUCATION; *ELECTRICITY; *LABORATORY MANUALS; *TEACHING GUIDES; TEACHING PROCEDURES; *LESSON PLANS

The guide provides basic theory and practice in electricity for student or teacher use. The 77 illustrated lessons, each giving objective, related information, equipment (when needed), procedure and questions, are included under the following topics: (1) Introduction (covering general occupational information and safety rules), (2) Tools, (3) Basic Skills, (4) Electrical Connections, (5) Meters, (6) Ohm's Law, (7) Batteries, (8) Bell Circuits, (9) Annunciators, (10) Relays, (11) Resistance Determination, and (12) Lead Identification. Achievement tests for each major unit are appended. (GR)

# TRADE AND INDUSTRIAL EDUCATION SECTION

VT 000 752
Introduction to Vocational Trade and Industrial Teaching--Planning. Study Guide 1.

Ohio State Univ., Columbus. Instructional Materials Lab.
Ohio State Dept. of Education, Columbus. Trade and Industrial Education Service

Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 ($.65).
PUB DATE - 66 56p.

*INSERVICE TEACHER EDUCATION; *STUDY GUIDES; *PLANNING; *TRADE AND INDUSTRIAL EDUCATION; *TRADE AND INDUSTRIAL TEACHERS

Prepared to improve teaching and evaluation in trade and industrial education, this guide provides study outlines and information designed to assist the instructor in learning his job. Units cover: (1) introduction to trade and industrial teaching, (2) planning your work as an instructor, (3) the four steps in teaching, (4) teaching and working relationships, (5) planning for your teaching, (6) planning for your classes in the shop, (7) planning for your classes in the related room, and (8) working procedure checklist. Theinformation is intended to explain the step-by-step procedures which a new teacher might find baffling. (EM)

VT 001 999
Advanced Training Course for School Bus Drivers, A Manual for Instructors.

New York State Education Dept., Albany

PUB DATE - 64 45p.

*TRADE AND INDUSTRIAL EDUCATION; *INSTRUCTIONAL MATERIALS; *SCHOOL BUSES; MANUALS; TRAFFIC SAFETY; STATE PROGRAMS; *CURRICULUM GUIDES
*SCHOOL BUS DRIVERS

Developed by the Driver Training Research Committee of the New York State Association of School Business Officials, this manual is for instructors' use in developing an advanced course of instruction for school bus drivers. The material, to be covered in 10 hours of instruction, includes these units: (1) Pupil Control, (2) Maintenance and Inspection, (3) Public Relations, (4) Emergency and Safety Procedures, and (5) Testing and Evaluation. The purpose, instructor qualifications, suggested teaching methods, and a unit outline are given for each unit. A related document is available as VT 002 013 (also in this issue). (GR)

VT 002 013
Manual for the Instruction of School Bus Drivers of the State of New York.

New York State Education Dept., Albany.

PUB DATE - 63 79p.

*MANUALS; SCHOOL BUSES; *DRIVER EDUCATION; *TRAFFIC SAFETY; *ADULT VOCATIONAL EDUCATION; TRADE AND INDUSTRIAL EDUCATION; TEACHING GUIDES; *INSTRUCTIONAL MATERIALS; STUDENT TRANSPORTATION; COURSE ORGANIZATION; COURSE CONTENT; COURSE DESCRIPTIONS; *CURRICULUM GUIDES
*SCHOOL BUS DRIVERS

This guide is for instructor use in a training course for school bus drivers, designed to promote safer and more economical operation of school buses. Developed by a school transportation supervisor and revised by a supervisor of secondary education, contents include: (1) suggestions for organizing a course for school bus drivers, (2) ten individual units about school bus driver qualifications and instruction, (3) review test, and (4) list of films for individual units of instruction. The units include general purpose, pretraining test, general information, and questions for discussion. A bibliography and various sample forms are appended. A related document is available as VT 001 999 (also in this issue). (GR)

VT 004 150
Electromechanical Technology, Educational Needs of the Technical Worker.

California State Dept. of Education, Sacramento

PUB DATE - 63 18p.

*TECHNICAL EDUCATION; *SUBPROFESSIONALS; *JUNIOR COLLEGES; *EDUCATIONAL NEEDS; CURRICULUM PLANNING; JOB ANALYSIS; EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL INFORMATION; ELECTROMECHANICAL TECHNOLOGY

Electromechanical technical workers, under the direction of engineers and scientists, establish methods and procedures to construct, test, or modify items of an electromechanical nature. A curriculum for these technical workers consists of instruction in technical, scientific, and manipulative areas. Job operational analysis to determine specific curriculum content reveals that electromechanical technical workers spend 52 percent of their work time in developing and testing regulatory units and devices. Other operations comprising the total job time include: (1) supervising, appraising, and training subordinates, 15 percent, (2) inspecting production work of others, 13 percent, (3) planning for research or production, 11 percent, and (4) coordinating production and research functions with other departments, 9 percent. Subject matter recommendations of industrial spokesmen, given in semester units, are: (1) electronics, 18, (2) mechanics, 14, (3) mathematics, 9, (4) drafting and blueprint reading, 4, (5) supervision, 4, and (6) communications, 6. Industry expects to recruit a substantial portion of the needed electromechanical technical workers from students completing two years of post-high school study. This booklet is designed to assist California junior colleges in developing occupation-centered curriculums. (HC)

VT 004 677
Skeeg, Emery L.
Mathematics for Technology--an Arithmetic Textbook for Students in Trade and Technical Education.

PUB DATE - 66 173p.

MASTERS THESES; *PRACTICAL MATHEMATICS; *TRADE AND INDUSTRIAL EDUCATION; *TECHNICAL EDUCATION; MODERN MATHEMATICS; POST SECONDARY GRADES; *TEXTBOOKS; *TEXTBOOK PREPARATION; ACHIEVEMENT TESTS; ANSWER KEYS; STUDENT PROJECTS
*WILLIAM HOOD DUNWOODY INDUSTRIAL INSTITUTE; MINNESOTA

The purpose of this thesis was to revise the practical mathematics textbook used at the William Hood Dunwoody Industrial Institute to include modern mathematical concepts. It is for use by trade and technical students in a beginning arithmetic course. It assumes prior knowledge of whole number, common fraction, decimal fraction and percentage operations. Chapter titles are (1) Operations with Whole Numbers, (2) Whole Numbers and Fractions, (3) Operations with Common Fractions, (4) Operations with Decimals, (5) Operations with Percent, (6) Measurement and Approximation, (7) Ratios and Equivalent Ratios, (8) Estimating, and (9) Applying Arithmetic to Trade Problems. Each chapter gives explanatory information, example problems, and practical problems, and self-tests. Answers are provided for all practice problems and tests. (EM)

VT 009 166 ED 033 205
Watson, Nelson A.; Walker, Robert N.
Training Police for Work with Juveniles.

International Association of Chiefs of Police, Washington, D.C. Research and Development Div.
Office of Juvenile Delinquency and Youth Development (DHEW), Washington, D.C.

PUB DATE - Dec65 65p.

*CURRICULUM GUIDES; *POLICE; INSERVICE EDUCATION; *TRADE AND INDUSTRIAL EDUCATION; DELINQUENCY PREVENTION; *DELINQUENCY; LAW ENFORCEMENT; CURRICULUM DEVELOPMENT; ADULT VOCATIONAL EDUCATION; INSTRUCTIONAL MATERIALS; *YOUTH PROBLEMS

This curriculum guide for law enforcement personnel is to be used in planning a training session in law enforcement. Police policy, practice, and procedure in handling juvenile cases are covered. Units are: (1) Introduction, (2) Methods and Materials Affecting Police Training in Juvenile Relations, (3) Determining Training Needs, including analysis of critical incidents, citizen complaints, inspections, performance ratings, and community relations, (4) Curriculum Development, and (5) Suggested Curriculum for Police Training in Juvenile Matters. The teachers should be law enforcemant personnel and have experience in law enforcement and training. Supplementary materials include: (1) curriculum suggestions for two workshops, (2) training program and coaching procedures, (3) role of the police in juvenile delinquency, (4) sample lesson plan format, (5) films for use in police training on juvenile matters, and (6) a bibliography. (GR)

VT 009 848
Carpentry and Building Construction.

Department of the Army, Washington, D.C.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (D101.11:5-460, $.75).
PUB DATE - Apr60 201p.

*TRADE AND INDUSTRIAL EDUCATION; *CARPENTERS; *BUILDING TRADES; *SUPPLEMENTARY TEXTBOOKS; WOODWORKING; RESOURCE GUIDES; *TEACHING GUIDES; VOCABULARY; ORTHOGRAPHIC SYMBOLS; CONSTRUCTION INDUSTRY; *CONSTRUCTION (PROCESS); PERFORMANCE SPECIFICATIONS DEPARTMENT OF THE ARMY; TM 5-460

Applicable for both training and field use, this manual provides instruction in maintaining, repairing, and constructing buildings and other wood structures as well as giving information on prefabricated buildings, including proper erection, crew organization, erection time rates, and recommended procedures. Topics covered are: (1) Lumber, (2) Joints, Splices, and Methods of Fastening, (3) Layout and Foundations, (4) Framing, (5) Coverings, (6) Accessories, and (7) Methods of Frame Construction. Supplementary materials include references, paint requirements, construction rates, a glossary of terms, and abbreviations and symbols. (GR)

VT 009 875
Phipps, D. Bart
Bell and Spigot Pipe for Apprentice Training in the Plumbing and Pipe Fitting Industry; Packet 6.

Texas A and M Univ., College Station. Engineering Extension Service
Texas State Board for Vocational Education, Austin
Texas State Joint Apprenticeship Committee for Plumbing and Pipe Fitting

Instructional Materials Production, Engineering Extension Service, Texas A and M University, P.E. Drawer K, College Station, Texas 77843 ($.50).
PUB DATE - Nov53 24p.

*STUDY GUIDES; INSTRUCTIONAL MATERIALS; ASSIGNMENTS; *TRADE AND INDUSTRIAL EDUCATION; *PLUMBING; *APPRENTICESHIPS; *PLUMBERS

Prepared by a subject-matter specialist, this booklet is for student use in training programs for apprentice plumbers and pipe fitters. The content consists of student progress records for both the student notebook and instructor's file, information sheet, study questions, and nine student assignments providing content, purpose, references, introductory information on the subjects, and procedures. Assignments cover: (1) Cast Iron Soil Pipe, (2) Measuring, Marking, and Cutting Cast Iron Soil Pipe, (3) Assembling, Yarning, and Straightening Vertical Soil Pipe Joints, (4) Melting Calking Lead and Pouring Vertical Joints, (5) Calking, Edging, and Trimming Vertical Soil Pipe Joints, (6) Assembling Yarning, Pouring and Calking Horizontal Soil Pipe Joints, (7) Vitrified Clay Pipe, (8) Bituminized Fibre Pipe, and (9) Asbestos-Cement Pipe. (AW)

VT 009 969
Skuse, Harland G.
Basic Electricity. Direct Current Generators, Motors, and Controllers.

Thomas A. Edison Vocational and Technical High School, Elizabeth, N.J.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903 ($1.75).
PUB DATE - Jul 176p.

*ELECTRICITY; ELECTRIC MOTORS; *LESSON PLANS; *CURRICULUM GUIDES; *INDUSTRIAL EDUCATION; TEACHING GUIDES; INSTRUCTIONAL MATERIALS; ACHIEVEMENT TESTS; COURSE DESCRIPTIONS; COURSE OBJECTIVES; TEACHING PROCEDURES

This teaching guide on basic electricity contains the following 11 units of instruction: (1) Introduction to D.C. Machinery, five lessons, (2) Shunt Generators, six lessons, (3) Series Generator, one lesson, (4) Compound Generators, seven lessons, (5) Parallel Operation, two lessons, (6) Introduction to D.C. Motors, four lessons, (7)

D.C. Motor Manual Starters, four lessons, (8) D.C. Shunt Motors, four lessons, (9) D.C. Series Motors, two lessons, (10) Compound Motors, four lessons, and (11) Automatic Motor controls, four lessons. Each lesson includes objective, related information, equipment, procedure review questions and line drawings. Achievement tests for each unit are appended. (GR)

VT 009 997
Fimmano, Ralph, And Others
Highway Drawing; Teacher's Guide. Highway Technicians Program, Unit II.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Department of Education, Education Building, Albany, New York 12224 (single copies, $1.25).
PUB DATE - 68 143p.

*DRAFTING; *TEACHING GUIDES; CIVIL ENGINEERING; *ENGINEERING TECHNICIANS; *TRANSPORTATION; *TECHNICAL EDUCATION; POST SECONDARY EDUCATION; CURRICULUM CURRICULUM
*HIGHWAY DRAWING

This teaching guide on highway drawing, the second of a series of courses in the Highway Technicians Program, was developed by a committee of education department personnel and writing consultants for use in course and lesson planning. The course, designed for 35 hours of instruction at the adult education level, includes the following 14 lessons: (1) Introduction to the Course, (2) Drawing Equipment, (3 and 4) two lessons on the Use of Drawing Equipment, (5) Topographic Maps, (6) Topographic Symbols, (7) Abbreviations, Lettering, and Inking, (8) Techniques of Reproducing Drawings, (9) Map Projections, (10) U.S. Geological Survey Maps, (11) Plotting Field Notes (Transit), (12) Plotting Field Notes (Cross-sections), (13) The Highway Plan, and (14) Aerial Photography and the Digital Computer. A glossary of abbreviations and a final examination are appended. Teachers are encouraged to use supplemental materials. (GR)

VT 010 010
Course Organization and Planning; A Teaching Guide for Extension Teacher Training, Unit 3.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Univ., Austin. Div. of Extension
Texas Education Agency, Austin. Vocational Industrial Education Div.

Instructional Materials Production, Engineering Extension Service, Texas A and M University, P.E. Drawer K, College Station, Texas 77843 ($1.75).
PUB DATE - 60 93p.

*TRADE AND INDUSTRIAL EDUCATION; *TRADE AND INDUSTRIAL TEACHERS; *TEACHING GUIDES; EXTENSION EDUCATION; *TEACHER EDUCATION; TEACHING TECHNIQUES; TEACHING METHODS; *COURSE ORGANIZATION; EDUCATIONAL PLANNING

This third of a series of six teacher training guides for preparing teachers of trade extension, apprentice related, short-unit preparatory and similar classes of adults is designed to assist instructors in gathering, organizing, and preparing teachable content based upon sound trade practices. The 10-hour course outline includes: (1) Overview of Course Making Processes, (2) Objectives of Course, (3) Qualifications of Learners, (4) Teaching Problems, (5) Determine Subject Matter, (6) List Jobs, Technical Topics, Auxiliary Topics, Occupational Information and Supervised Activities, (7) List and Arrange Jobs on Difficulty Scale, (8) Separate Jobs into Do and Know Elements, (9) Present Short-Cut Related Instructional Analysis, and (10) Preparation and Use of Objective Tests. Suggested teaching techniques, aids, and student activities are included for each topic. A bibliography, word definitions, related instruction, lesson plans, and a sample course outline are appended. Related course outlines are available as VT 010 011, VT 010 039-VT 010 041, and VT 010 186 (all in this issue). (GR)

VT 010 011
Introduction to Teaching Vocational Industrial Subjects; A Teaching Guide for Extension Teacher Training, Unit 1.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Univ., Austin. Div. of Extension
Texas Education Agency, Austin. Vocational Industrial Education Div.

Instructional Materials Production, Engineering Extension Service, Texas A and M University, P.E. Drawer K, College Station, Texas 77843 ($1.75).
PUB DATE - 60 92p.

*TEACHING GUIDES; *EXTENSION EDUCATION; *TEACHER EDUCATION; *TRADE AND INDUSTRIAL EDUCATION; *TRADE AND INDUSTRIAL TEACHERS; TEACHING METHODS; TEACHING TECHNIQUES; PLANNING

This first of a series of six teacher training course guides for preparing teachers of trade extension, apprentice related, short unit preparatory and similar classes for adults is recommended for a 10-hour course. The course outline includes: (1) Introduction, (2) Factors in Learning and Teaching, (3) Methods of Teaching Tools, (4) Summarize, (5) Use of Methods of Teaching, (6) How to Instruct, (7) Types of Lessons, (8) Determining What to Teach, (9) Planning for Instruction, (10) Examples of Planned Lessons, and (11) Test. Teaching techniques, instructional aids, and student activities are suggested for each topic. Examples of teaching methods, learning procedures, lesson plans, and effective employee training guides are appended. Related course outlines are available as VT 010 010, VT 010 039-VT 010 041, and VT 010 186 (all in this issue). (GR)

VT 010 016
Highway Design and Estimating: Teacher's Guide for Unit VI of Program for Highway Technicians.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 ($2.00, single copies).
PUB DATE - 68 230p.

*TEACHING GUIDES; CURRICULUM GUIDES; *ADULT VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *CIVIL ENGINEERING; *TRANSPORTATION; ROAD CONSTRUCTION

This teacher's guide is one of a series in the Highway Technicains Program which was developed through cooperation between the New York State Department of Transportation and the State Education Department. The series of nine courses is intended to provide fundamental information to prepare students in an adult education setting for work in highway planning, design, construction, and maintenance. Lessons deal with: (1) sequence of design, (2) highway classification, (3) features of design, (4) horizontal alinement, (5) vertical alinement, (6) typical sections and standard structure sheets, (7) geometric auxiliaries, (8) the engineer's estimate, and (9) report on design and estimate. Objectives for each lesson are followed by a format of two parallel columns headed "Content Outline" and "Teaching Points and Techniques." The total time allotment is 38 hours. The teacher should be an experienced high way engineer with specialized background in design. The students should be high school graduates who have studied calculus and have completed the series course on preliminary highway planning. (JK)

VT 010 018
Soils and Drainage; Teacher's Guide for Unit V, Highway Technicians Program.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 (single copies, $1.75).
PUB DATE - 67 207p.

*TEACHING GUIDES; CURRICULUM GUIDES; TRADE AND INDUSTRIAL EDUCATION; *ENGINEERING TECHNICIANS; *HIGHWAY ENGINEERING AIDES; TECHNICAL EDUCATION; ADULT VOCATIONAL EDUCATION; *SOIL SCIENCE; *AGRICULTURAL ENGINEERING

A committee of education department personnel and writing consultants developed and prepared this teacher's guide for use in adult education programs for highway technicians. It is interded to aid instructors in planning courses and lessons designed to prepare students for advanced work in highway planning, design, construction, and maintenance. Contents consist of 11 lessons, each providing cited references, objectives, content outline, and teaching points and techniques. Some of the topics covered are: (1) Index Properties of Soils, (2) Soil Description and Classification, (3) Engineering Properties of Soils, (4) Soil Water, (5) Compaction of Embankment Soils, (6) Compaction Control Test, (7) Influence of Soil Conditions of Highway Design and Construction, and (8) Highway Drainage. A glossary of symbols, sample final examination with answers, and bibliography and reference key symbols also are included.

An experienced highway engineer with specialized background in soils should teach the 36-hour course, and students must be high school graduates, have completed prerequisites, and have scored high on a required mathematics test. Supplemental media is desirable in presenting the course. (AW)

VT 010 030
Auto Body Repair and Painting; Suggested Basic Course Outline.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Education Agency, Austin

Instructional Materials Production, Engineering Extension Service, Texas A and M University, P.E. Drawer K, College Station, Texas 77843 ($1.25).
PUB DATE - Jul64 69p.

*CURRICULUM GUIDES; TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *AUTO BODY REPAIRMEN; *SKILLED OCCUPATIONS

This course guide was developed by a special workshop committee for teacher use in course and lesson planning. The course content, designed for a 2-year period, includes: (1) objectives, (2) development of a detailed course of study, (3) items that should be included in all vocational courses, (4) a first year course outline which includes an introduction, body repair tools, oxy-acetylene welding, body alignment, disassembling body, and hardware trim, and (5) the second year course outline including orientation to auto-body paint, auto-body painting equipment, auto-body finishing materials, auto-body painting operations and techniques, painting operations, and preparation of a paint job for delivery. Teaching suggestions and sources of information are provided for each topic. A bibliography, filmstrip list, film list, tool and equipment list and an auto body repair and paint shop layout are appended. (GR)

VT 010 039
Organization and Management of Vocational Industrial Education; A Teaching Guide for Extension Teacher Training, Unit 5.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Univ., Austin. Div. of Extension
Texas Education Agency, Austin. Industrial Education Div.

Instructional Materials Production, Engineering Extension Service, Texas A and M University, P.E. Drawer K, College Station, Texas 77843 ($1.25).
PUB DATE - 65 55p.

*TRADE AND INDUSTRIAL EDUCATION; *TRADE AND INDUSTRIAL TEACHERS; *TEACHING GUIDES; *EXTENSION EDUCATION; *TEACHER EDUCATION; ORGANIZATION; MANAGEMENT

This fifth of a series of six teacher training course guides for preparing teachers of trade extension, apprentice related, short unit preparatory and similar classes of adults was designed for a 10-hour course. The outline includes: (1) review of materials, (2) review of teaching problems, (3) historical background and objectives of vocational education, (4) public and industrial relations, (5) state and local organizations for trade and industrial education, (6) relation of vocational education to the total educational program, (7) importance of teaching vocational industrial subjects, (8) professional organizations, and (9) information on permanent certification. Teaching techniques, instructional aids, and student activities are suggested for each topic. Teacher reference material is appended. Related course outlines are available as VT 010 010, VT 010 011, VT 010 040, VT 010 041, and VT 010 186 (all in this issue). (GR)

VT 010 040
The Use of Instructional Aids; A Teaching Guide for Extension Teacher Training, Unit 4.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Univ., Austin. Div. of Extension
Texas Education Agency, Austin. Industrial Education Div.

Instructional Materials Production, Engineering Extension Service, Texas A and M University, P.E. Drawer K, College Station, Texas 77843 ($1.50).
PUB DATE - 65 83p.

*TRADE AND INDUSTRIAL EDUCATION; *TRADE AND INDUSTRIAL TEACHERS; *TEACHING GUIDES; EXTENSION EDUCATION; *TEACHER EDUCATION; *AUDIOVISUAL AIDS; INSTRUCTIONAL AIDS

This fourth of a series of six teacher training guides for preparing teachers of trade extension, apprentice related, short-unit preparatory and similar classes for adults is designed to assist instructors in using a variety of visual aids. The 10-hour course outline includes: (1) Use of Posters, Wall Charts, and Other Visual Materials, (2) Review-Teaching with Printed Materials, (3) Use of Motion Pictures, (4) Use of Overhead Projector, and (5) Practice Session to Include Strip Film and Slide Projector, the Chalkboard, Motion Picture Projector, and Overhead Projector. Suggested teaching techniques, aids, and student activities are included for each topic. Characteristics of a good visual aid, suggested types of instructional materials and their uses, a sample assignment sheet, a sample operation sheet, sample individual suggestion sheets for using eight different visual aids, and schematic threading diagrams for different styles of movie projectors are appended. Related course outlines are available as VT 010 010, VT 010 011, VT 010 039, VT 010 041, and VT 010 186 (all in this issue). (GR)

VT 010 041
Organizing and Teaching Accident Prevention Subjects; A Teaching Guide for Extension Teacher Training, Unit 6.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Univ., Austin. Div. of Extension
Texas Education Agency, Austin. Industrial Education Div.

Instructional Materials Production, Engineering Extension Service, Texas A and M University, P.E. Drawer K, College Station, Texas 77843 ($1.00).
PUB DATE - 66 45p.

*TRADE AND INDUSTRIAL EDUCATION; *TEACHING GUIDES; EXTENSION EDUCATION; *TRADE AND INDUSTRIAL TEACHERS; *TEACHER EDUCATION; *ACCIDENT PREVENTION; INSTRUCTIONAL MATERIALS; SAFETY EDUCATION; EPISODE TEACHING

This outline is one of a series of teacher training guides for preparing teachers of trade extension, apprentice related, short-unit preparatory and similar classes for adults in a 10-hour course. Part I includes: (1) Introduction, (2) Reasons and Incentives for Accident Prevention, (3) Axioms and Industrial Safety, (4) Basic Philosophy of Accident Occurrence and Prevention, and (5) Accident-Prevention Method. Part II, on workshop activities, includes: (1) Expected Outcomes, (2) Organization of Lesson Plans on Safety Subjects, (3) Practice Teaching, and (4) Review and Summary. Suggested teaching techniques, aids, and student activities are included for each of the topics. References and suggested hand-out materials for Part I and Part II are appended. Related course outlines are available as VT 010 010, VT 010 011, VT 010 039, VT 010 040, and VT 010 186, all in this issue. (GR)

VT 010 043
Refrigeration and Air Conditioning; Suggested Basic Course Outline for First and Second Years Trade Preparatory Instruction, Texas Public Schools.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Education Agency, Austin

Instructional Materials Production, Engineering Extension Service, Texas A and M University, P.E. Drawer K, College Station, Texas 77843 ($1.00).
PUB DATE - 59 52p.

*TRADE AND INDUSTRIAL EDUCATION; *CURRICULUM GUIDES; *AIR CONDITIONING; *REFRIGERATION; *REFRIGERATION MECHANICS; SERVICE OCCUPATIONS; CLIMATE CONTROL

This course guide was developed by a special workshop committee for teacher use in course and lesson planning. The first year covers: (1) orientation, (2) basic fundamentals, (3) theory of mechanical refrigeration, (4) tools and equipment, (5) basic electricity, and (6) electric motors. Servicing refrigeration and air conditioning equipment, troubleshooting, and commercial refrigeration are emphasized in the second year. Teaching suggestions and sources of information are provided for each topic. A bibliography is appended. (GR)

VT 010 063
Diesel Servicing; A Suggested 2-Year Post High School Curriculum.

Office of Education (DHEW), Washington, D.C. Bureau of Adult, Vocational, and Library Programs

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.287:87045, $1.25).
PUB DATE - 69 127p.

*POST SECONDARY EDUCATION; *CURRICULUM GUIDES; INSTRUCTIONAL MATERIALS; *PROGRAM GUIDES; BIBLIOGRAPHIES; MECHANICS (PROCESS); *TRADE AND INDUSTRIAL EDUCATION; EDUCATIONAL FACILITIES; TEACHING PROCEDURES; *DIESEL ENGINES; AUTO MECHANICS (OCCUPATION)

Personnel from industry and vocational-technical schools helped develop this curriculum guide to assist school administrators, supervisors, and instructors in planning new programs or in revising existing programs to train post-high school vocational-technical students for job entry into diesel mechanics. The material is designed for 4 semesters and a summer session of instruction, each totaling 560 hours. The 26 course units include hours required, course description, major divisions, objectives, materials, course outline, suggested activities and assignments, and a list of references. Appendixes offer suggested shop and laboratory facilities, hand-out materials for notebooks, a comprehensive bibliography of texts and references, sample instructional materials, evaluative forms, and lists of equipment, tools and training aids. (GR)

VT 010 070
Escalated Course of Study for Automobile Mechanics; A Suggested Topical Outline for Training Under the Manpower Development and Training Act. Teacher's Guide.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 (single copies available for $.50).
PUB DATE - 67 43p.

*TEACHING GUIDES; *AUTO MECHANICS (OCCUPATION); MOTOR VEHICLES; *TRADE AND INDUSTRIAL EDUCATION; CURRICULUM GUIDES; COURSE CONTENT; *COURSE DESCRIPTIONS; ADULT EDUCATION EDUCATION

Developed by a committee of education department personnel and writing consultants, this teacher's guide is for use in course and lesson planning in automobile mechanics instruction. Outlined are three complete course outlines so correlated that instruction can be given on the next level without unnecessary repetition. The courses and time allotments are: (1) Auto Service Station Attendant-40 hours, (2) Service Station Mechanic-50 hours, and (3) Auto Mechanic-140 hours. An overhead projector and chalkboard are recommended as desirable supplemental media. (GR)

VT 010 090
Metal Trades; Suggested Basic Course Outline.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Education Agency, Austin

Instructional Materials Production, Engineering Extension Service, Texas A and M University, P.E. Drawer K, College Station, Texas 77843 ($1.35).
PUB DATE - Jul64 99p.

*CURRICULUM GUIDES; TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *METALS; *METAL WORKING OCCUPATIONS; *WELDING

This course guide was developed by a special workshop committee for teacher use in course and lesson planning. The course content, designed for a 2-year period, includes: (1) objectives, (2) developing a detailing course of study, (3) items that should be included in all vocational industrial courses, (4) a first year outline to teach general skills and common technical knowledge, hand tools, bench metalwork, power tools, machine tools, oxy-acetylene operations, electric arc welding, sheet metal materials and supplies, and forming operations and equipment, and (5) the second year outline covering general skills and common technical knowledge, trends of industry, shop organization, metals, oxy-acetylene welding, welding pipe, cast iron welding, brazing cast iron, aluminum welding, brazing, tempering, electric arc welding and other welding operations, patterns, fabrication, sheet metal, and machine tools. Suggestions on teaching and sources of information are provided for each topic. A bibliography, film and filmstrip list, tool and equipment list, and a floor plan are appended. (GR)

VT 010 102
Electricity for Electronics. Teacher's Guide. Unit 1. Basic Electronics Series.

New York State Education Dept., Albany. Bureau of Occupational Extension and Industrial Services

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 (single copies, $1.75).
PUB DATE - 62 230p.

*TEACHING GUIDES; *ADULT EDUCATION PROGRAMS; *ELECTRONIC TECHNICIANS; *TRAINING; ELECTRONICS; CURRICULUM; TECHNICAL EDUCATION; CONTINUATION EDUCATION; ADULT VOCATIONAL EDUCATION
*BASIC ELECTRICITY FOR ELECTRONICS

This first of a series of courses in basic electronics was developed by a committee of education department personnel and writing consultants for instructors planning courses in the fundamentals of electricity. This course, designed for 36 hours of instruction, is planned for use in occupational upgrading of new students as well as for those who have some experience. The two sections contain 12 lessons in direct current (DC) electricity with a final examination and 11 lessons in alternating current (AC) electricity with a final examination. Selected references, a topical outline for Section I (DC electricity), and a topical outline for Section II (AC electricity) are appended. Related documents are available as VT 010 103-VT 010 108 and VT 010 120-VT 010 123 (all in this issue). (GR)

VT 010 103
Vacuum Tubes. Teacher's Guide. Unit 2. Basic Electronics Series.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 (single copies, $.50).
PUB DATE - 66 86p.

*TEACHING GUIDES; *ADULT EDUCATION PROGRAMS; *ELECTRONIC TECHNICIANS; *TRAINING; ELECTRONICS; CURRICULUM; TECHNICAL EDUCATION; CONTINUATION EDUCATION; ADULT VOCATIONAL EDUCATION
*VACUUM TUBES

Vacuum Tubes is the second unit in a series of courses in Basic Electronics which was developed by a committee of education department personnel and writing consultants for instructors planning courses and lessons in this area of study. This 25-hour course is designed to develop, improve, and expand the work skills and technical understanding of those already working as technicians and craftsmen or those preparing to work in it. This teaching guide includes the following nine lessons: (1) Introduction to the Course, (2) Diode Structure, (3) Diode Operation, (4) Diode Characteristics and Applications, (5) Diode Applications and Triode Operation, (6) Triode Applications, (7) Tube Characteristics, (8) Tetrodes, and (9) Pentodes. A glossary of symbols and a final examination are appended. Related documents are available as VT 010 102-VT 010 108 and VT 010 120-VT 010 123 (all in this issue). (GR)

VT 010 104
Basic Amplifiers. Teacher's Guide. Unit 3. Basic Electronics Series.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 (single copies, $.50).
PUB DATE - 66 83p.

*TEACHING GUIDES; *ADULT EDUCATION PROGRAMS; *ELECTRONIC TECHNICIANS; *TRAINING; ELECTRONICS; CURRICULUM; TECHNICAL EDUCATION; CONTINUATION EDUCATION; ADULT VOCATIONAL EDUCATION
*AMPLIFIERS

Basic Amplifiers is the third unit in a series of courses in Basic Electronics, developed by a committee of education department personnel and writing consultants, for use by instructors who are planning courses and lessons in this area of study. This 18-

hour course is designed for occupational upgrading of new students as well as those with some experience. This teaching guide includes the following six lessons: (1) Amplification and Bias Methods, (2) Cascade Amplifiers and Coupling Methods, (3) Coupling and Decoupling Methods, (4) Power Amplifiers, (5) Classes of Operation and Driver Stages, and (6) Nonsinusoidal Waveforms and Distortion. A glossary of symbols and a final examination are appended. Related documents are available as VT 010 102-VT 010 108 and VT 010 120-VT 010 123 (all in this issue). (GR)

VT 010 105
Power Supplies. Teacher's Guide. Unit 4. Basic Electronics Series.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 (single copies, $.50).
PUB DATE - 66 79p.

*TEACHING GUIDES; *ADULT EDUCATION PROGRAMS; *ELECTRONIC TECHNICIANS; *TRAINING; ELECTRONICS; CURRICULUM; TECHNICAL EDUCATION; CONTINUATION EDUCATION; ADULT VOCATIONAL EDUCATION
*POWER SUPPLIES

Power Supplies is the fourth unit in a series of courses in Basic Electronics, developed by a committee of education department personnel and writing consultants for use by instructors who are planning courses and lessons in this area of study. This 13-hour course is designed for occupational upgrading of new students as well as those with some experience. This teaching guide includes the following four lessons: (1) Vacuum Tube Rectifiers and Circuits, (2) Voltage Dividers, Regulation, (3) Electronic Regulation and Special Rectifier Circuits, and (4) Metallic Rectifiers. A glossary of symbols and a final examination are appended. Related documents are available as VT 010 102-VT 010 108 and VT 010 120-VT 010 123 (all in this issue). (GR)

VT 010 106
Basic Transistor Circuits and Applications. Teacher's Guide. Unit 10. Basic Electronics Series.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 (single copies, $.50).
PUB DATE - 67 101p.

*TEACHING GUIDES; *ADULT EDUCATION PROGRAMS; *ELECTRONIC TECHNICIANS; *TRAINING; ELECTRONICS; CURRICULUM; TECHNICAL EDUCATION; CONTINUATION EDUCATION; ADULT VOCATIONAL EDUCATION
*TRANSISTOR CIRCUITS

Basic Transistor Circuits and Applications is the 10th unit in a series of courses in Basic Electronics, developed by a committee of education department personnel and writing consultants for use by instructors who are planning courses and lessons in this area of study. This 28-hour course is designed for occupational upgrading of new students as well as those with some experience. This teaching guide includes the following 10 lessons: (1) Introduction, (2) Common-Base Transistor Amplifiers, (3) Common-Emitter Transistor Amplifiers, (4) Common-Collector Transistor Amplifiers, (5) Biasing Methods, (6) Cascading Amplifiers, (7) Multistage Amplifiers, (8) Power Amplifiers, (9) Oscillators, and (10) Printed Circuits. A glossary of symbols and a final examination are appended. Related documents are available as VT 010 102-VT 010 108 and VT 010 120-VT 010 123 (all in this issue). (GR)

VT 010 107
Advanced Transistor Circuits and Applications. Teacher's Guide. Unit 11. Basic Electronics Series.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 (single copies, $.50).
PUB DATE - 67 79p.

*TEACHING GUIDES; *ADULT EDUCATION PROGRAMS; *ELECTRONIC TECHNICIANS; *TRAINING; ELECTRONICS; CURRICULUM; TECHNICAL EDUCATION; CONTINUATION EDUCATION; ADULT VOCATIONAL EDUCATION
*TRANSISTOR CIRCUITS

Advanced Transistor Circuits and Applications is the 11th unit in a series of courses in Basic Electronics, developed by a committee of education department personnel and writing consultants for use by instructors who are planning courses and lessons in this area of study. This 23-hour course is designed for occupational upgrading of new students as well as those with some experience. This teaching guide includes the following eight lessons: (1) Introduction, (2) Transistor Gates and Flip-Flop Circuits, (3) Transistors in Power Supplies, (4) Special Transistor Oscillators, (5) Industrial Applications of Transistors, (6) Semiconductor Developments, (7) Additional Transistor Developments, and (8) Servicing Transistor Circuits. A final examination is appended. Related documents are available as VT 010 102-VT 010 108 and VT 010 120-VT 010 123 (all in this issue). (GR)

VT 010 108
Audio Amplifying Systems. Unit 5. Teacher's Guide. Basic Electronics Series.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 (single copies, $.50).
PUB DATE - 66 144p.

*TEACHING GUIDES; *ADULT EDUCATION PROGRAMS; *ELECTRONIC TECHNICIANS; *TRAINING; ELECTRONICS; CURRICULUM; TECHNICAL EDUCATION; CONTINUATION EDUCATION; ADULT VOCATIONAL EDUCATION
*AUDIO AMPLIFYING SYSTEMS

Audio Amplifying Systems is the fifth unit in a series of courses in Basic Electronics, developed by a committee of education department personnel and writing consultants, for use by instructors who are planning courses and lessons in this area of study. This 28-hour course is designed for use in occupational upgrading of new students as well as those with some experience. This teaching guide includes the following 10 lessons: (1) Introduction, (2) Push-Pull Amplifiers, (3) Graphic Analysis of Push-Pull Operation, (4) and (5) Phase Inverters, (6) Complete Amplifier Systems, (7) Networks, Filters, and Tone Controls, (8) Feedback Amplifiers, (9) Cathode-Followers, and (10) Wide-Band Amplifiers. A glossary of symbols and a final examination are appended. Related documents are available as VT 010 102-VT 010 107 and VT 010 120-VT 010 123 (all in this issue). (GR)

VT 010 120
Essentials of Transistors and Semiconductors. Teacher's Guide. Unit 9. Basic Electronics Series.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 (single copies, $.75).
PUB DATE - 67 114p.

*TEACHING GUIDES; *ADULT EDUCATION PROGRAMS; *ELECTRONIC TECHNICIANS; *TRAINING; ELECTRONICS; CURRICULUM; TECHNICAL EDUCATION; CONTINUATION EDUCATION; ADULT VOCATIONAL EDUCATION
*TRANSISTORS AND SEMICONDUCTORS

Essentials of Transistors and Semiconductors is the ninth unit in a series of courses in Basic Electronics, developed by a committee of education department personnel and writing consultants for use by instructors who are planning courses and lessons in this area of study. This 28-hour course is designed for occupational upgrading of new students as well as those with some experience. This teaching guide includes the following 10 lessons: (1) Introduction, (2) Modern Electron Theory, (3) Semiconductor Materials, (4) PN Junctions, (5) Introducing the Transistor, (6) PNP Transistors, (7) Transistor Characteristics, (8) Basic Transistor Circuits, (9) Transistor Data, and (10) Transistor Tetrodes. A final examination and a glossary of symbols are appended. Related documents are available as VT 010 102-VT 010 108 and VT 010 121-VT 010 123 (all in this issue). (GR)

VT 010 121
Oscillators. Teacher's Guide. Unit 8. Basic Electronics Series.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 (single copies, $.50).
PUB DATE - 66 80p.

*TEACHING GUIDES; *ADULT EDUCATION PROGRAMS; *ELECTRONIC TECHNICIANS; *TRAINING; ELECTRONICS; CURRICULUM; TECHNICAL EDUCATION; CONTINUATION EDUCATION; ADULT VOCATIONAL EDUCATION
*OSCILLATORS

Oscillators is the eighth unit in a series of courses in Basic Electronics, developed by a committee of education department personnel and writing consultants for use by instructors who are planning courses and lessons in this area of study. This 20-hour course is designed for occupational upgrading of new students as well as those with some experience. This teaching guide includes the following seven lessons: (1) Introduction, (2) The Armstrong Oscillator, (3) Basic Oscillator Circuits, (4) Oscillator Stability, (5) Crystal Oscillators, (6) Low-Frequency Oscillators, and (7) Oscillator Performance. A glossary of symbols and a final examination are appended. Related documents are available as VT 010 102-VT 010 108 and VT 010 120-VT 010 123 (all in this issue). (GR)

VT 010 122
Radio Frequency Amplifiers. Teacher's Guide. Unit 7. Basic Electronics Series.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 (single copies, $.50).
PUB DATE - 66 101p.

*TEACHING GUIDES; *ADULT EDUCATION PROGRAMS; *ELECTRONIC TECHNICIANS; TRAINING; ELECTRONICS; CURRICULUM; TECHNICAL EDUCATION; CONTINUATION EDUCATION; ADULT VOCATIONAL EDUCATION
*RADIO FREQUENCY AMPLIFIERS

Radio Frequency Amplifiers is the seventh unit in a series of courses in Basic Electronics, developed by a committee of education department personnel and writing consultants for use by instructors who are planning courses and lessons in this area of study. This 23-hour course is designed for occupational upgrading of new students as well as those with some experience. This teaching guide includes the following eight lessons: (1) Introduction, (2) Untuned R-F Amplifiers, (3) Series Resonance, (4) Parallel Resonance, (5) Tuned Impedance-Coupled R-F Amplifiers, (6) Transformer-Coupled Radio-Frequency Amplifiers, (7) Class C R-F Amplifiers, and (8) Use of Nomographs. A final examination and a glossary of symbols are appended. Related documents are available as VT 010 102-VT 010 108 and VT 010 120-VT 010 123 (all in this issue). (GR)

VT 010 123
Measuring Instruments. Teacher's Guide. Unit 6. Basic Electronics Series.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development

Publications Distribution Unit, New York State Education Department, Education Building, Albany, New York 12224 (single copies, $.50).
PUB DATE - 66 96p.

*TEACHING GUIDES; *ADULT EDUCATION PROGRAMS; *ELECTRONIC TECHNICIANS; *TRAINING; ELECTRONICS; CURRICULUM; TECHNICAL EDUCATION; CONTINUATION EDUCATION; ADULT VOCATIONAL EDUCATION
*MEASURING INSTRUMENTS

Measuring Instruments is the sixth unit in a series of courses in Basic Electronics, developed by a committee of education department personnel and writing consultants for use by instructors who are planning courses and lessons in this area of study. This 20-hour course is designed for occupational upgrading of new students as well as those

with some experience. This teaching guide includes the following seven lessons: (1) Introduction to the Course, (2) Basic Meter Movements, (3) Multimeters and Vacuum-Tube Voltmeters, (4) Oscilloscopes, (5) and (6) Oscilloscope Applications, and (7) Signal Generators. A glossary of symbols and a final examination are appended. Related documents are available as VT 010 102-VT 010 108 and VT 010 120-VT 010 122 (all in this issue). (GR)

VT 010 155
Training Programme for First Year Motor Vehicle Craft Apprentices.

Road Transport Industry Training Board, Belfast (Northern Ireland)

Road Transport Industry Training Board, Londonderry House, Chichester Street, Belfast BT1 4JJ, Northern Ireland.
PUB DATE - May68 187p.

*TRADE AND INDUSTRIAL EDUCATION; *AUTO MECHANICS (OCCUPATION); *CURRICULUM GUIDES; FOREIGN COUNTRIES; *AUTO MECHANICS; TRANSPORTATION; *APPRENTICESHIPS; LESSON PLANS; STUDENT PROJECTS; INSTRUCTIONAL AIDS
IRELAND

This training guide, developed for first-year motor vehicle craft apprentices, is designed to give the apprentice a full 12 months of training in the acquisition of the basic skills of his trade and experience in the use of the elementary tools and service equipment. Contents included are: (1) Introduction, (2) Occupational Specification, (3) Training Programme Conditions, (4) Induction, (5) Instructors, (6) Testing, (7) Planned Experience, (8) Length of Training, (9) Training Syllabus, (10) Instruction Guide, and (11) Records. Knowledge/Skills Requirements, Induction, Tools, General Equipment, Specialized Equipment, Materials, Syllabus, Instruction Guide, Record, and Testing and Marking are titles of appended materials. The document is mimeographed. Plans of student projects are suitable for reproduction as overhead transparencies. (GR)

VT 010 162 ED 035 755
Waiter-Waitress: A Suggested Guide for a Training Course.

Office of Education (DHEW), Washington, D.C. Div. of Manpower Development and Training

PUB DATE - 69 56p.

*CURRICULUM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *RESOURCE MATERIALS; *FOOD SERVICE INDUSTRY; *FOOD SERVICE OCCUPATIONS; OCCUPATIONAL HOME ECONOMICS

This guide was developed for the Division of Manpower Development and Training to serve as a reference for school administrators and teachers in preparing trainees for employment in the food service industry. Contents include: (1) brief background information, (2) nine course units, (3) material on teaching the course, (4) bibliography, (5) visual aids, and (6) appendixes. Course units covering 120 hours of instruction are provided for: (1) Orientation, (2) Mechanics of Service, (3) Table Clearing Services, (4) Menu and Ordering Service, (5) Preparation and Presentation of Guest Check, (6) Basic English, (7) Business Arithmetic, (8) Safety and Sanitation, and (9) Duties and Working. Each unit gives training time, course objectives, and course outline, with some also providing supplemental training materials, references, visual aids, and suggested activities. Some areas covered in the appendixes are: (1) supplies and equipment, (2) cafeteria and luncheonette service, (3) menus, (4) table service, (5) cashier, headwaiter, and hostess duties, (6) proper grooming, (7) sample tests and reviews, (8) suggested evaluation material for dining room employees, and (9) teaching effectiveness. The training guide is illustrated with photographs, diagrams, and drawings. (AW)

VT 010 186
Practice Teaching: A Teaching Guide for Extension Teacher Training, Unit 2.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Univ., Austin. Div. of Extension
Texas Education Agency, Austin. Vocational Industrial Education Div.

Instructional Materials Production, Engineering Extension Service, Texas A and M University, P.E. Drawer K, College Station, Texas 77843 ($1.25).
PUB DATE - 65 55p.

*TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *TRADE AND INDUSTRIAL TEACHERS;

EXTENSION EDUCATION; *TEACHER EDUCATION; TEACHING TECHNIQUES; *EPISODE TEACHING; TEACHING METHODS

The second of a series of six teacher training guides is for preparing teachers of trade extension, apprentice related, short unit preparatory and similar classes for adults in a 10-hour course. The outline includes: (1) Review of Unit I, (2) Review of Teaching Methods, (3) Review of Teaching Aids and Their Use, (4) Demonstration Teaching, (5) Practice Teaching Assignment, and (6) Practice Sessions. A review of the 4-step plan of instruction, techniques of instruction, methods of teaching, lesson planning, and an observation outline for evaluating are appended. Related course outlines are available as VT 010 010, VT 010 011, and VT 010 039-VT 010 041 (all in this issue). (GR)

VT 010 193
Fire Department Pump Operation; Instructor's Guide.

Texas A and M Univ., College Station. Firemen Training School
Texas Education Agency, Austin. Vocational Industrial Education

Instructional Materials Production, Engineering Extension Service, Texas A and M University, F.E. Drawer K, College Station, Texas 77843 ($2.50).
PUB DATE - 12Dec63 239p.

*TEACHING GUIDES; *LESSON PLANS; *TRADE AND INDUSTRIAL EDUCATION; *FIRE SCIENCE EDUCATION; *FIRE FIGHTERS; TECHNICAL EDUCATION

Prepared by the staff of the Texas Firemen's Training School, Engineering Extension Service, Texas A and M University, this instructor's guide is designed to aid in training fire department pump operators. Lesson plans are presented, using a 4-step format consisting of: (1) preparing the learner for instruction, (2) presenting the job or information by telling, showing, demonstrating, or illustrating one point at a time, (3) helping learner to apply the skill or information being taught, and (4) testing. Unit topics are: (1) Fire Department Pumps, including pump theory, types of pumps, and pressure and priming devices, (2) Producing Fire Streams, dealing with calculation of pressure, measurement of water capacity, etc., (3) Producing Master Fire Streams, concerned with large hoses and nozzles, relay pumping, and sprinkler and standpipe systems, (4) Pumper Practices, including responsibilities, problems, and skills of pumper drivers, and hydrant systems and testing, and (5) Service and Maintenance. Three-hour acceptance tests for fire apparatus delivered in Texas are included. (AW)

VT 010 214
Training Recommendations: Plumbing Technician.

Construction Industry Training Board, Belfast (Northern Ireland)

PUB DATE - Aug69 17p.

*PROGRAM CONTENT; CURRICULUM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *APPRENTICESHIPS; *FOREIGN COUNTRIES; ON THE JOB TRAINING; *BUILDING TRADES; ADULT VOCATIONAL EDUCATION; CONSTRUCTION INDUSTRY; PLUMBING; SUBPROFESSIONALS
*IRELAND

This guide is one of a series prepared by the Construction Industry Training Board to provide training recommendations for building trades occupations. Principal features of this guide for plumbing technicians are an outline of the training program listing type of training, planned office experience, practical on-site experience, and recommended further education, and a sample timetable of the training program correlating the operations performed, weeks spent on site and in the office, and further education. Recruitment, job description, training descriptions, and information on further education, training records, and grants also are covered briefly. Personal specifications, interviewing hints, and a sample application form are appended. (AW)

VT 010 220
Training Recommendations: Heating and Ventilating Technicians.

Construction Industry Training Board, Belfast (Northern Ireland)

PUB DATE - Jan68 11p.

*PROGRAM GUIDES; CURRICULUM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *APPRENTICESHIPS; *FOREIGN COUNTRIES; ON THE JOB TRAINING; *BUILDING TRADES; ADULT VOCATIONAL EDUCATION; CONSTRUCTION INDUSTRY; HEATING; VENTILATION; SUBPROFESSIONALS

*IRELAND

One of a series prepared by the Construction Industry Training Board to provide training recommendations for building trades occupations, this guide relates to heating and ventilating technicians. Content headings are: (1) Introduction, (2) Recruitment, (3) Job Specification, (4) Knowledge Required by Technicians, (5) Training Programme, (6) Detail of Training, (7) Grants, and (8) Conclusion. The section on Detail of Training provides subject requirements for both junior and senior technicians. Interviewing hints are appended. (AW)

VT 010 221
Training Recommendations: Heating and Ventilating Apprentices.

Construction Industry Training Board, Belfast (Northern Ireland)

PUB DATE - Jan68 12p.

*PROGRAM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *APPRENTICESHIPS; *FOREIGN COUNTRIES; CURRICULUM GUIDES; ON THE JOB TRAINING; *BUILDING TRADES; ADULT VOCATIONAL EDUCATION; CONSTRUCTION INDUSTRY; HEATING; VENTILATION
*IRELAND

This guide, one of a series prepared by the Construction Industry Training Board to provide training recommendations for building trades occupations, is concerned with recommendations for training apprentices in heating and ventilating. The principal feature of the guide is the syllabus and training program, outlining a 4-year technical college and industrial training experience. Other features covered briefly are purpose, objectives, occupational description, recruitment, and induction training. A sample application form and hints on interviewing are appended. (AW)

VT 010 222
Training Recommendations: Apprentice Painters.

Construction Industry Training Board, Belfast (Northern Ireland)

PUB DATE - Jun67 12p.

*PROGRAM GUIDES; CURRICULUM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *APPRENTICESHIPS; *FOREIGN COUNTRIES; ON THE JOB TRAINING; *BUILDING TRADES; ADULT VOCATIONAL EDUCATION; CONSTRUCTION INDUSTRY; PAINTING
*IRELAND

One of a series prepared by the Construction Industry Training Board to provide training recommendations for building trades occupations, this guide for apprentice painters presents an outline of a 25-week basic skills course to be followed in the first year of apprenticeship, and a 9-week outline for the second, third, or fourth years. Basic skills to be developed, training necessary, and approximate length of time (in weeks) to be spent on each item are given. Other features of the program, briefly covered, are the purpose, objectives, job description, recruitment, selection, training, induction, further education, supervision, grants, and on- and off-the-job training. A sample application form is appended. (AW)

VT 010 224
Training Recommendations: Electrical Installation Apprentices.

Construction Industry Training Board, Belfast (Northern Ireland)

PUB DATE - Jun67 31p.

*PROGRAM GUIDES; CURRICULUM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *APPRENTICESHIPS; *FOREIGN COUNTRIES; ON THE JOB TRAINING; *BUILDING TRADES; ADULT VOCATIONAL EDUCATION; CONSTRUCTION INDUSTRY; ELECTRICIANS
*IRELAND

One of a series prepared by the Construction Industry Training Board to provide training recommendations for building trades occupations, this guide presents recommendations for training electrical installation apprentices. Principal features of the guide are two suggested training plan outlines, the first spreading the off-the-job training course over a 3-year period, (three 14-week periods) and the second consolidating the three sections into a 1-year, 40-week program. Both plans list practical work to be done and knowledge and skills to be acquired. Technical training in the electrical contracting industry and the on-the-job training program are also

provided. General information such as job description, purpose, and recruitment are covered briefly. (AW)

VT 010 225
Training of General Foremen: Interim Recommendations.

Construction Industry Training Board, Belfast (Northern Ireland)

PUB DATE - Dec67 12p.

*PROGRAM GUIDES; CURRICULUM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *APPRENTICESHIPS; *FOREIGN COUNTRIES; ON THE JOB TRAINING; *BUILDING TRADES; ADULT VOCATIONAL EDUCATION; CONSTRUCTION INDUSTRY; SUPERVISORS
*IRELAND

One of a series prepared by the Construction Industry Training Board to provide training recommendations for building trades occupations, this guide deals with recommendations for training general foremen. Principal features are: (1) introductory information, (2) duties and responsibilities of foremen, (3) recruitment, (4) general training, (5) induction training, (6) off-the-job training, and (7) on-the-job training. (AW)

VT 010 226
Training Recommendations: Apprentice Carpenter and Joiner.

Construction Industry Training Board, Belfast (Northern Ireland)

PUB DATE - Nov68 25p.

*PROGRAM GUIDES; CARPENTERS; *TRADE AND INDUSTRIAL EDUCATION; *APPRENTICESHIPS; *FOREIGN COUNTRIES; ON THE JOB TRAINING; *BUILDING TRADES; ADULT VOCATIONAL EDUCATION; CONSTRUCTION INDUSTRY; CURRICULUM GUIDES
*IRELAND

This guide is one of a series prepared by the Construction Industry Training Board to provide training recommendations for the building trades occupations of apprentice carpenters and joiners. Contents cover: (1) Introduction, (2) Training Recommendations, (3) Objectives of Recommendations, (4) Recruitment, (5) Induction, (6) "Off-the-Job" Training, (7) "On-the-Job" Training, (8) Associated Further Education, (9) Essential Elements in Craft Training, (10) Records of Training, (11) Grants, (12) Job Description, and (13) The Training Programme. Outlines of Basic Skills Course, parts I, II, and III, listing operations to be performed and skills and knowledge to be obtained are appended, as well as information on selection and recruitment, personal specifications, interviewing hints, and a sample application form. (AW)

VT 010 227
Training Recommendations: Building Technicians.

Construction Industry Training Board, Belfast (Northern Ireland)

PUB DATE - Jan68 18p.

*CURRICULUM GUIDES; *PROGRAM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *APPRENTICESHIPS; *FOREIGN COUNTRIES; ON THE JOB TRAINING; *BUILDING TRADES; ADULT VOCATIONAL EDUCATION; CONSTRUCTION INDUSTRY
*IRELAND

One of a series prepared by the Construction Industry Training Board to provide training recommendations for building trades occupations, this guide presents recommendations for building technicians. Principal topics covered are: (1) The Need for Good Staff, (2) Recruitment, (3) Details of Training Plan, (4) Induction Training, (5) Training On-the-Job, (6) Training in the Technical College, and (7) Work Book. Interviewing hints are appended. (AW)

VT 010 234
Training Recommendations: Apprentice Plasterer.

Construction Industry Training Board, Belfast (Northern Ireland)

PUB DATE - Nov68 17p.

*PROGRAM CONTENT; PROGRAM GUIDES; CURRICULUM GUIDES; *TRADE AND INDUSTRIAL EDUCATION;

*APPRENTICESHIPS; *FOREIGN COUNTRIES; ON THE JOB TRAINING; *BUILDING TRADES; ADULT VOCATIONAL EDUCATION; CONSTRUCTION INDUSTRY
*IRELAND; PLASTERERS

One of a series prepared by the Construction Industry Training Board to provide training recommendations for building trades occupations, this guide relates to training of apprentice plasterers. The program includes outlines of: (1) the overall training program, specifying year of training, on-the-job training, off-the-job training, and further education, and (2) basic skills course for off-the-job training, including operations to be performed and basic skills and knowledge involved. Objectives, recruitment, induction, further education, training records, job description, and grants are also covered briefly. Personal specifications of trainees. interviewing hints, and a sample application form are appended. (AW)

VT 010 236
Training Recommendations: Apprentice Floor and Wall Tiler.

Construction Industry Training Board, Belfast (Northern Ireland)

PUB DATE - Nov68 21p.

*PROGRAM CONTENT; CURRICULUM GUIDES; PROGRAM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *APPRENTICESHIPS; *FOREIGN COUNTRIES; ON THE JOB TRAINING; *BUILDING TRADES; ADULT VOCATIONAL EDUCATION; CONSTRUCTION INDUSTRY; FLOOR LAYERS
*IRELAND; WALL TILERS

One of a series prepared by the Construction Industry Training Board to provide training recommendations for building trades occupations, this guide gives recommendations for training apprentice floor and wall tilers. Briefly described are objectives, induction, on- and off-the-job training, further education, elements of craft training, job descriptions, and grants. Principal feature of the guide is an outline of the basic skills course for off-the-job training, listing operations to be performed, knowledge required, and skills involved. Hints on interviewing, a sample application form, personal specifications of trainees, and general information on selection and recruitment are appended. (AW)

VT 010 326 ED 038 503
Heavy Construction Equipment Mechanic; A Suggested Guide for a Training Course.

Office of Education (DHEW), Washington, D.C. Div. of Manpower Development and Training

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.287:87044, $.50).
PUB DATE - 69 50p.

*PROGRAM GUIDES; CURRICULUM GUIDES; *TEACHING GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *MACHINE REPAIRMEN; *EQUIPMENT MAINTENANCE; MECHANICS (PROCESS); SKILLED OCCUPATIONS
*HEAVY CONSTRUCTION EQUIPMENT MECHANIC

Prepared by a technical writer for the Division of Manpower Development and Training, this guide is intended to aid instructors, supervisors, and administrators of vocational education and manpower training programs in establishing training programs for mechanics and technicians entering the occupation of servicing heavy construction equipment. The content provides suggested course outlines, teacher qualifications, student prerequisites, time allocation, instructional material, teaching suggestions, and methodology, as well as information regarding employment opportunities and career progression. The 26 course units outlined include: (1) Hand and Power Tool Orientation, (2) Engines and Engine Systems, (3) Principles of Hydraulics, (4) Automatic Transmissions, (5) Batteries and Fundamentals of Electricity, (6) Welding Fundamentals, (7) Air Conditioning, (8) Industrial Air Compressors, (9) Industrial and Labor Relations, and (10) Shop Economics and Work Relationships. A bibliography, references, films, glossary of terms, suggested shop layout, and suggested list of equipment, tools, and training aids also are given. (AW)

VT 010 379
Gattone, Felix
Air Conditioning and Heating Technology-II.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Somerset County Technical Inst., Somerville, N.J.

Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903 ($2.25).
PUB DATE - Nov65 346p.

*TECHNICAL EDUCATION; OCCUPATIONAL INFORMATION; *SUBPROFESSIONALS;*HEATING; *AIR CONDITIONING; *TEXTBOOKS

Knowledge and techniques employed in the air conditioning and heating industry by technicians in the sales, application, laboratory, and service areas are presented. Intended for use in a one-semester course of for upgrading those already working in this area, emphasis is upon technical theory rather than single skills or specialized knowledge. The chapters, illustrated with numerous charts and diagrams, are: (1) Occupational Opportunities, (2) Development of the Industry, (3) Basic for Air Conditioning, (4) Psychometrics, (5) The Psychometric Chart, (6) Application of the Psychometric Chart, (7) Heat Transfer, (8) Factors Affelting Air-Conditioning Cooling Loads, (9) Cooling Load Calculations, (10) Selection of Equipment for Cooling, (11) Technical Principles of Air Flow, (12) Designing of Duct Distribution Systems, (13) Duct Sizing, (14) Mechanics of Duct Systems, (15) Duct Installation Design, (16) Cooling Towers, (17) Water Treatment, (18) Heating Load, (19) Calculating Heating Loads, (20) Selecting Heating and Humidifying Equipment, (21) Hydronic Heating and Cooling, (22) Heating Boilers and Furnaces, (23) Operation and Maintenance of Boilers and Furnaces, (24) Chimneys and Flue Draft, (25) Domestic and Commercial Oil Burners, (26) Basic Instrumentation, (27) Measure and Control Instrumentation, and (28) Application of Instrumentation to the Air Conditioning and Heating Technology. A series of questions follows each chapter. (JK)

VT 010 389
Scarito, Salvatore; O'Connell, John J.
The Internal Combustion Engine (Gasoline Engine).

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903 ($1.50).
PUB DATE - Oct66 93p.

*TRADE AND INDUSTRIAL EDUCATION; *AUTO MECHNAICS (OCCUPATION); *AUTO MECHANICS; ENGINES; *LABORATORY MANUALS; TEACHING GUIDES; TEACHING PROCEDURES; *LESSON PLANS; REFERENCE MATERIALS

To furnish the student with an understanding of the operating principle, construction, and design of the gasoline internal combustion engine, 10 units of instruction were developed. The units, illustrated with diagrams and photographs, are: (1) Engine Fundamentals, seven lessons, (2) Valve Systems, five lessons, (3) Cylinder Heads, five lessons, (4) Engine Block, five lessons, (5) Pistons, Rings and Connecting Rods, three lessons, (6) Camshaft and Bushings, two lessons, (7) Crankshaft and Bearings, three lessons, (8) Timing Chain, Gears and Flywheel, three lessons, (9) Lubricating Systems, three lessons, and (10) Cooling Systems, five lessons. Each lesson contains the lesson objective, equipment list, related information, procedure (when needed), and progress questions. Safety procedures and references are also included. (GR)

VT 010 390
Scarito, Slavatore; Koultukis, Sotirios
Basic Automotive Repair-I.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Vocational-Technical Curriculum Laboratory, Rutgers UNIVERSITY, 10 Seminary Place, New Brunswick, New Jersey 08903 ($2.00).
PUB DATE - Jan65 164p.

*AUTO MECHANICS (OCCUPATION); *TRADE AND INDUSTRIAL EDUCATION; MOTOR VEHICLES; AUTO MECHANICS; SKILLED WORKERS; *LABORATORY MANUALS; *TEACHING GUIDES; TEACHING PROCEDURES; *LESSON PLANS

Prepared by vocational education instructors, this guide will aid the teacher in preparing students for job entry into automotive repair shops. The 10 units, each containing an introduction or information sheet and an achievement test, include: (1) Safety, 10 lessons, (2) Hand Tools, six lessons, (3) Front Wheel Assemblies, seven lessons, (4) Rear Axle Assemblies, five lessons, (5) Hydraulic Brake Systems, eight lessons, (6) Propeller or Drive Shaft, one lesson, (7) Transmission Removal, one

lesson, (8) The Clutch Assembly, four lessons, (9) The Steering Assembly, four lessons, and (10) Lubrication, three lessons. Each lesson plan includes lesson objective, equipment list, necessary information, procedure, and assignment. Achievement tests for each unit are included as well as a bibliography. (GR)

VT 010 429
Maintenance Man, Building; A Suggested Guide for a Training Course.

Ohio State Dept. of Education, Columbus. Trade and Industrial Education Services
Office of Education (DHEW), Washington, D.C. Manpower Development and Training Div.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.287:87043, $.35).
PUB DATE - 69 33p.

*SERVICE OCCUPATIONS; *MAINTENANCE; *BUILDINGS; *TRADE AND INDUSTRIAL EDUCATION; INSTRUCTIONAL MATERIALS; *CURRICULUM GUIDES; BIBLIOGRAPHIES; ADULT VOCATIONAL EDUCATION EDUCATION

This guide, designed to help administrators and teachers train persons in the manipulative skills and knowledge necessary for competence in building maintenance, includes background information, descriptions of course units, directions on teaching the course and a bibliography. The course is approximately 768 hours divided into 12 units of study with a suggested number of hours for each unit. Suggested lists of machine tools, hand and portable tools, miscellaneous equipment and supplies and a suggested training facility floor plan are appended. (GR)

VT 010 469
Heppa, Victor
Basic Estimating for Masons.

Bergen County Vocational and Technical High School, Hackensack, N.J.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903 ($1.50).
PUB DATE - 67 118p.

*TRADE AND INDUSTRIAL EDUCATION; *INSTRUCTIONAL MATERIALS; *BRICKLAYERS; BUILDING TRADES; *ESTIMATED COSTS; BRICKLAYING; MASONRY; SKILLED OCCUPATIONS; CONSTRUCTION COSTS; *BIDS; CONSTRUCTION INDUSTRY

This guide is designed to teach the student some of the basic estimating techniques needed in the masonry trade. Seven plan sheets with 26 variations are the basis for graduated assignments using one or more information sheets containing specific objectives and information for the following major topics: (1) Footings, Foundations and Concrete Floors, (2) Face Brick and Common Brick Walls, (3) Brick Bonds with Header Courses, (4) Partitions, (5) Irregularly Shaped Buildings, (6) Cement and Sand for Mortar, (7) Stone Veneer, (8) Brick or Stone Walls Backed with Blocks, (9) Bonded Brick and Block Walls, (10) Glass Blocks, (11) Glazed Facing Tile, and (12) Cavity Walls. A table of quantities is appended. (GR)

VT 010 474
Lefkus, Thomas F.
Projects in Electricity-I.

Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903 ($1.75).
PUB DATE - Jul65 189p.

*PROJECT TRAINING METHODS; EDUCATIONAL METHODS; STUDENT PROJECTS; *INDUSTRIAL EDUCATION; *ELECTRICITY; OCCUPATIONAL INFORMATION; LABORATORY MANUALS; *TEACHING GUIDES; TEACHING PROCEDURES; SIMULATION

An easy-to-understand approach to electricity is presented through projects and related information designed: (1) to give the student practical experience in manipulating

electrical apparatus, (2) to verify experimentally some of the basic concepts and relationships in electric circuits, and (3) to train the student in safe working habits. Following general occupational information and suggestions for safety practices, 44 job outlines are included under the following topics: (1) Care and Use of Tools and Equipment, (2) Types of Wire, (3) Soldering Tools, (4) Signal Wiring, (5) Appliance Grounding, (6) Electrical Symbols and Outlets, (7) Nonmetallic Sheathed Cable, (8) Service Entrance Calculations, (9) Service Entrance Equipment, and (10) Branch Circuit Overcurrent Protection. Each job outline gives objective, materials, introductory information, procedure, and conclusion. The sections are illustrated with photographs and diagrams. (GR)

VT 010 477
Folena, Bruce
Drafting-I.

Passaic County Vocational and Technical High School, Paterson, N.J.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903 ($2.00).
PUB DATE - Apr65 216p.

*TRADE AND INDUSTRIAL EDUCATION; *DRAFTING; ORTHOGONAL PROJECTION; INDUSTRIAL ARTS; *LABORATORY MANUALS; *TEACHING GUIDES; TEACHING PROCEDURES; *LESSON PLANS; TABLES (DATA) (DATA)

Instruction in the use of fundamental drafting tools and materials for the making of working drawings is provided in this text for freshman drafting. The 13 units are: (1) Introduction to Freshman Drafting, one information sheet and one lesson, (2) Line Conventions, one lesson, (3) Basic Drafting Tools, one information sheet and four lessons, (4) Lettering, one lesson, (5) Dimensioning, four lessons and two information sheets, (6) Orthographic Projection, one lesson, (7) Auxiliary Views, one lesson, (8) Geometric Constructions, nine lessons, (9) Pictorial Drawings, two lessons, (10) Sectional Views, one lesson, (11) Fastening Devices, one lesson, (12) Screw Threads, one lesson, and (13) Pattern Development, three lessons. Each lesson plan includes lesson objective, related information, and an assignment. Twenty-one standard reference tables are appended. Transparent overlays, developed specifically for this text are available from the source given for this document. (GR)

VT 010 512
A Study Guide for Occupational Work Experience Students, Second Semester.

Ohio State Dept. of Education, Columbus. Trade and Industrial Education Services

Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 ($2.50).
PUB DATE - Aug69 125p.

*STUDY GUIDES; *SUPPLEMENTARY TEXTBOOKS; *DISADVANTAGED YOUTH; SECONDARY GRADES; WORK EXPERIENCE PROGRAMS; *OCCUPATIONAL INFORMATION; *TRADE AND INDUSTRIAL EDUCATION

The 2-semester course, developed by teachers and teacher educators for disadvantaged Occupational Work Experience (O.W.E.) students and their teachers, includes general information, academic information, employment knowledge, financial knowledge, and an exposure to desirable social habits and personal characteristics. The contents of this second semester guide are: (1) Income Tax, (2) Government and You, (3) Social Security, (4) Workman's Compensation, (5) Personal Qualities, (6) Alcohol, (7) Insurance, (8) Narcotics, (9) Smoking, (10) Buying an Automobile, and (11) Juvenile Delinquency. The first semester guide is available as VT 010 513 (also in this issue). (GR)

VT 010 513
A Study Guide for Occupational Work Experience Students, First Semester.

Ohio State Dept. of Education, Columbus. Trade and Industrial Education Services

Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 ($2.50).
PUB DATE - Aug69 103p.

*TRADE AND INDUSTRIAL EDUCATION; *STUDY GUIDES; *SUPPLEMENTARY TEXTBOOKS; *WORK EXPERIENCE PROGRAMS; *DISADVANTAGED YOUTH; *OCCUPATIONAL INFORMATION; SECONDARY GRADES GRADES

The 2-semester course, developed by teachers and teacher educators for disadvantaged Occupational Work Experience (O.W.E.) students, includes general information, academic information, employment knowledge, financial knowledge, and an exposure to desirable social habits and personal characteristics. The contents of this first semester study guide are: (1) Orientation to O.W.E. and Forms, (2) How to Apply and Get the Job, (3) Job Safety, (4) Personal Budgeting, (5) Why Stay in School? (6) How to Study, (7) What the Employer Wants, (8) Minor Labor Regulations, (9) Labor Unions, (10) Management and Labor Relations, and (11) Personal Hygiene and Personality. The second semester guide is available as VT 010 512 (also in this issue). (GR)

VT 010 592
Thomas, J.R., Ed.
Cosmetology.

Alabama Univ., University. Dept. of Trade and Industrial Education

Trade and Industrial Education, State Department of Education, P.O. Box 2847, University, Alabama 35486 ($1.50, answer book $1.50).
PUB DATE - Sep69 105p.

*TRADE AND INDUSTRIAL EDUCATION; *STUDY GUIDES; ANSWER KEYS; *COSMETOLOGY; SERVICE OCCUPATIONS; ON THE JOB TRAINING; *JOB SKILLS

Revised by a committee of trade and industrial education coordinators, this study guide is for students with an occupational interest in cosmetology. The first part of the guide contains a listing of 88 job skills with spaces for the student to check his job progress in on-the-job training, and to check his related study progress in completing reading assignments and in answering study questions related to the job skills. The remaining part of the guide contains study questions and suggested references for the 88 job skills. The skills are grouped according to these topics: (1) Professional Ethics, (2) Hygiene, Personality, and Good Grooming, (3) Bacteriology, Sterilization, and Sanitation, (4) Shampooing and Rinsing, (5) Scalp and Hair Treatments, (6) Manicuring, (7) Hair Dressing, (8) Permanent Waving, (9) Chemical Hair Relaxing, (10) Hair Coloring, (11) Superfluous Hair Removal, (12) Hair Pressing and Thermal Waving, (13) Hair Cutting, (14) Massage, (15) First Aid, (16) Anatomy and Physiology, (17) Electricity and Light Therapy, (18) Cosmetic Chemistry, and (19) Beauty Salon Management. A bibliography of references, films, and slides is included. An answer book, "Cosmetology," may be obtained from the source of availability indicated for this document. (SE)

VT 010 607 ED 037 572
Results of Phase I of the Development of Course Content and Teaching Guides for a Total Curriculum in Concrete Technology. Interim Report.

Portland Cement Association, Chicago, Ill.
Office of Education (DHEW), Washington, D.C. Bureau of Research

PUB DATE - 30Nov69 105p.

*TECHNICAL REPORTS; *CEMENT INDUSTRY; *TEACHING GUIDES; CURRICULUM GUIDES; COURSE CONTENT; *CURRICULUM DEVELOPMENT; *TRADE AND INDUSTRIAL EDUCATION; VOCATIONAL EDUCATION; POST SECONDARY EDUCATION
*PORTLAND CEMENT ASSOCIATION

In this first phase, job descriptions and need for trained concrete technologists within the concrete-using industries were determined by survey. The project staff created curriculum materials which were reviewed by outside authorities and put into workable lesson plans by a group of educational consultants. The result was a six-volume set of instructional materials covering 496 student-contact hours or 21 credit hours which could be used to implement 2-Year concrete technology courses in post-secondary schools throughout the nation. Pilot programs were established in six junior colleges in the U.S. and Canada to test course content. Recommendations were for continued testing and eventual finalizing of the curriculum in Phase II, the adaptation of the curriculum to other educational endeavors in Phase III, and the creation of recruiting materials. The curriculum materials are available as VT 010 139-VT 010 141 and VT 010 150-VT 010 152 (all in AIM Spring 1970). Outlines of these courses make up the bulk of this manuscript. (CD)

VT 010 676 ED 037 578
Electronics Mechanic, Entry; A Suggested Guide for a Training Course.

Office of Education (DHEW), Washington, D.C. Bureau of Adult, Vocational, and Library Programs

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.287:87040, $.30).
PUB DATE - 69 21p.

*CURRICULUM GUIDES; *ELECTRICAL OCCUPATIONS; *COURSE CONTENT; CURRICULUM DEVELOPMENT; COURSE ORGANIZATION; INSTRUCTIONAL FILMS; REFERENCE BOOKS; *TRADE AND INDUSTRIAL EDUCATION; ELECTRONIC EQUIPMENT

This training guide, prepared to assist administrators and instructors in organizing courses and developing course content in training electronics mechanics, contains 14 major course units covering 6 hours per day, 5 days per week for 50 weeks or 1,500 hours of shop and classroom instruction. The units included are: (1) Mathematics, (2) Direct Current Electricity, (3) Electronic Shop Tools, (4) Magnetics, (5) Communications, Writing, (6) Alternating Current Electricity, (7) Electronic Devices, (8) Power Supply, (9) Sketching and Blueprint Reading, (10) Amplifiers, (11) Oscillators, (12) Waveshaping, (13) Electronic Controls, and (14) Communications, Transmitters and Receivers. Lists of suggested machines, tools, equipment, supplies, textbooks, films, and a floor plan of the training facility are appended. (GR)

VT 010 677 ED 038 515
Building Custodian; A Suggested Guide for a Training Course.

Office of Education (DHEW), Washington, D.C. Bureau of Adult, Vocational, and Library Programs

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.287:87038, $.35).
PUB DATE - 69 30p.

*CURRICULUM GUIDES; *CUSTODIAN TRAINING; GLOSSARIES; BIBLIOGRAPHIES; *TEACHING GUIDES; *OCCUPATIONAL INFORMATION

This training guide can be used to plan and develop a training course for persons who are interested in becoming building custodians. The outline was prepared by vocational education specialists for the Division of Manpower Development and Training and focuses on school custodians but can also be used for custodial services in public buildings, hospitals, colleges, stores, factories, and office buildings. An outline for 60 hours of instruction is divided into nine units, covering general housekeeping, sanitation, operation and maintenance of heating-ventilating systems, maintenance of buildings and grounds, human relations, management of supplies and equipment, safety, personnel, and security and protective measures. Information is included for the teacher on planning the lesson, training facility considerations, and criteria for evaluating trainee readiness for employment. A glossary, bibliography, sample work schedules and lesson plan, and a suggested list of equipment, tools, and supplies are appended. (BC)

VT 010 769 ED 038 528
Architectural and Building Construction Technology: A Suggested 2-Year Post High School Curriculum. Technical Education Program Series No. 9.

Office of Education (DHEW), Washington, D.C.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280:80062, $1.50).
PUB DATE - 69 117p.

*ARCHITECTURAL EDUCATION; *CONSTRUCTION PROGRAMS; *CURRICULUM GUIDES; *PROGRAM GUIDES; *POST SECONDARY EDUCATION; DRAFTSMEN; SUBPROFESSIONALS; TECHNICAL EDUCATION; BIBLIOGRAPHIES; FACILITY GUIDELINES

This curriculum guide is for administrators and their advisors to use in meeting local, state, and regional needs in training architectual and building construction technicians at the post-high school level. It was developed by a technical education specialist at the national level. The guide provides: (1) a suggested curriculum plan, (2) course outlines with examples of texts and references, (3) a sequence of technical education procedures, (4) laboratory layouts with equipment costs, (5) a discussion of the library and its use, faculty and student services, and (6) a selected list of

scientific, trade, and technical sccieties concerned with the technology. The dccument is illustrated with line drawings and photographs. A bibliography is appended. (GR)

# GENERAL VOCATIONAL AND TECHNICAL EDUCATION SECTION

VT 001 455
Teacher's Guide for a Model Program on Introduction to Vocations.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

PUB DATE - Aug65 142p.

*STATE CURRICULUM GUIDES; *VOCATIONAL EDUCATION; BUSINESS EDUCATION; TRADE AND INDUSTRIAL EDUCATION; *PREVOCATIONAL EDUCATION; OCCUPATIONAL HOME ECONOMICS; VOCATIONAL INTERESTS; *CAREER PLANNING; SECONDARY GRADES; *OCCUPATIONAL GUIDANCE

This pilot program, developed by the New Jersey Division of Vocational Education and tried in 14 school districts, is to assist teachers in guiding students in their choice of educational and vocational career objectives. The course, intended for students who are non-college bound and will terminate their formal education upon completion of high school, is designed to coordinate those areas of school (vocational guidance, industrial education, business education, and home economics) closely allied to the world of work. The major units are: (1) Introduction to the Course, (2) Understanding Yourself--Individual Characteristics, Interests, and Abilities as They Relate to Occupations, (3) The Economics of Industry, (4) Exploring Occupations (Mechanical, Science Laboratory, Home Economics and Office), and (5) Evaluating Your Experience and Planning Ahead. Included in each unit are concepts, objectives, suggested time allotment, class discussion topics and activities, learning experiences, and references. (SB)

VT 004 680
Inventory of Training Possibilities in Europe.

Organisation for Economic Co-Operation and Development, Paris (France)

PUB DATE - Feb65 852p.

*TRAINING; *COURSES; *COLLEGE PROGRAMS; *COLLEGE CURRICULUM
EUROPE; ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT

Information to developing countries about educational opportunities and facilities available in the 17 European Member Countries of Organisation for Economic Co-Operation and Development is presented. The 1,662 courses included in the inventory are grouped under the following chapter headings: (1) agriculture, (2) industry and commerce, (3) transportation, (4) health and sanitation, (5) public administration, (6) community development, social welfare and housing, (7) education, (8) economic development, and (9) miscellaneous, including manpower problems. Training attachments shorter than two months or longer than two years have been omitted, as well as normal university courses, which can easily be referred to in university yearbooks. (MM)

VT 008 762
Suggested Two and Four-Year Curriculum in Manufacturing Engineering Technology.

American Society of Tool and Manufacturing Engineers, Dearborn, Mich.

American Society of Tool and Manufacturing Engineers, Publications Sales Department, 20501 Ford Road, Dearborn, Michigan 48128 (no charge).
PUB DATE - Feb68 18p.

*CURRICULUM GUIDES; *ENGINEERING TECHNOLOGY; *MANUFACTURING INDUSTRY; *TECHNICAL EDUCATION; COURSE DESCRIPTIONS
*AMERICAN SOCIETY TOOL AND MANUFACTURING ENGINEERS; ASTME

Designed as a guide to educators and as a means of attaining a high standard of excellence in manufacturing engineering technicians of the future, this curriculum guide includes outlines and course descriptions for: (1) a suggested 2-year curriculum in manufacturing engineering technology, (2) a suggested 4-year curriculum in manufacturing engineering technology, and (3) a suggested 4-year curriculum in manufacturing engineering. (GR)

VT 009 659
Guidelines for Establishing and Evaluating Civil Engineering Technology Programs.

Florida State Dept. of Education, Tallahassee. Technical and Health Occupations Education Section

PUB DATE - Nov67 16p.

*CIVIL ENGINEERING; *PROGRAM CONTENT; PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; *PROGRAM PLANNING; PROGRAM GUIDES; TECHNICAL EDUCATION

These guidelines should be of assistance to school superintendents, junior college deans, supervisors of technical education, school board members, faculty, and others interested in establishing or evaluating technical education programs to prepare technicians in civil engineering. The civil engineering program would be post-high school and open to high school graduates, preferably with a good background in and a liking for mathematics and science. In addition to giving the general steps to be considered by a director when planning for a new technology, guidelines are also given for the (1) advisory committee, (2) curriculum content, (3) physical facilities, (4) laboratory equipment, (5) faculty qualifications, and (6) program evaluation. (GR)

VT 009 894
A Tentative Guide for Implementing Vocational and Technical Education. Curriculum Guide 2.

Tulsa Public Schools, Okla. Dept. of Industrial Arts and Vocational-Technical Education

Tulsa Public Schools, P.O. Box 45208, Tulsa, Oklahoma 74145 ($3.50).
PUB DATE - 69 128p.

*CURRICULUM GUIDES; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *ADMINISTRATOR GUIDES; GRADE 11; GRADE 12; TEACHER RESPONSIBILITY; BIBLIOGRAPHIES; RECORDS (FORMS); VOCATIONAL EDUCATION TEACHERS

One of a series developed by a committee of teachers, this revised curriculum guide is for use by teachers, administrators, and counselors when implementing vocational and technical education programs for grades 11 and 12. Major topics are: (1) Guide for Instructors of Vocational and Technical Education, (2) Vocational and Technical Education in the Tulsa Public Schools, (3) Secondary Vocational and Technical Education, (4) Postsecondary Vocational and Technical Education, (5) Implementing Instruction in Vocational and Technical Education, (6) Opening and Closing Procedures for the Instructors in Vocational and Technical Education, (7) The Instructor in Vocational and Technical Education, (8) Forms Used in Vocational and Technical Education, (9) Supplemental Materials for Vocational and Technical Education, and (10) Safety Instruction in Vocational and Technical Education. A list of defined terms and a bibliography are included. A related document, "A Tentative Guide for Implementing Industrial Arts Education," is available as VT 009 899 (also in this issue). (GR)

VT 009 994 ED 037 535
A Guide for the Development of Curriculum in Vocational and Technical Education.

California Univ., Los Angeles. Div. of Vocational Education
Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education

PUB DATE - Jun69 39p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *CURRICULUM DEVELOPMENT; *GUIDELINES; BIBLIOGRAPHIES; *CURRICULUM DESIGN; INSTRUCTIONAL MATERIALS

This guide was the product of a National conference and regional seminars, and is intended to help state and local administrators, curriculum specialists, supervisors, and teachers in establishing and operating programs of curriculum development for programs of vocational and technical education. The guidelines, representing broad approaches to the many problems of curriculum development, are to be used as a basis for reflective thinking. Included are: (1) Concepts and Assumptions, (2) Curriculum Development, Dissemination, and Coordination, (3) Standards for Curriculum Development, (4) Special Sources of Curriculum Materials, (5) Evaluation of Curriculum and Curriculum Materials, (6) Professional Development of Personnel in Curriculum Activities, and (7) National Implications. A bibliography, a list of governmental agencies with potential resources for vocational and technical education, and suggested steps in curriculum development, modification and improvement are appended. (GR)

VT 010 068 ED 038 496
Manual for Youth Coordinators.

President's Council on Youth Opportunity, Washington, D.C.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Pr36.8:Y8/YE/969, $1.50).
PUB DATE - Mar69 176p.

*COORDINATORS; *COMMUNITY COORDINATORS; ADMINISTRATIVE PERSONNEL; *YOUTH PROGRAMS; COMMUNITY PROGRAMS; COMMUNITY RECREATION PROGRAMS; *YOUTH EMPLOYMENT; *YOUTH OPPORTUNITIES; MANUALS

This manual was designed primarily for use by coordinators responsible for developing comprehensive community youth opportunity programs of employment, education, and recreation, but the material may also be of assistance to community and business leaders, educators, and others involved in expanding local opportunities for young people. Contents consist of five sections, covering (1) Planning, (2) Employment, (3) Education, (4) Recreation, and (5) Transportation, with each section providing information on the role of the coordinator within that facet of the program, funding and resources, reference materials, and program examples. Listings of various contacts helpful to youth coordinators are appended, including: (1) voluntary organizations, (2) local contacts and labor unions, (3) regional contacts in the Department of Health, Education and Welfare, (4) recreation and parks consultants, (5) Bureau of Outdoor Recreation state liaison officers, (6) National Forest camps, (7) 4-H youth camps, (8) state distributing agencies of the consumer food program, and (9) State Councils on the Arts. (AW)

VT 010 288
Orientation and Craft Skill Training. Personnel Handbook, Series P-23.

Post Office Dept., Washington, D.C.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (P1.31/5:23/2, $1.75).
PUB DATE - 1Jul69 179p.

*PROGRAM GUIDES; *TEACHING GUIDES; *STUDY GUIDES; *ORIENTATION; SERVICE OCCUPATIONS *POSTAL EMPLOYEE TRAINING

Prepared by the Post Office Department, this handbook is for use in training programs for new postal employees. The manual is divided into three chapters: (1) "Standardized Orientation and Craft Skill Training System," providing such general information as description of the system, background, scope, objectives, supporting materials, policies, responsibilities, instructors and instructor training, and records and reports, (2) "General Orientation," which includes the "General Orientation Handbook for New Employees," general orientation requirements, instructor's guide for general orientation of new employees, and a film script illustrating the vital nature and responsibilities of postal employees, and (3) "Craft Orientation and Skill Training," presenting training plans for the specific postal crafts of city letter carrier, clerk, mailhandler, special delivery messenger, vehicle, rural letter carrier, and buildings and maintenance. The manual is illustrated with numerous photographs and drawings. (AW)

VT 010 564
Curriculum Collection, Vocational-Technical Education.

Oklahoma State Dept. of Vocational-Technical Education, Stillwater. Teaching Materials Center

PUB DATE - 68 123p.

*BIBLIOGRAPHIES; *AUDIOVISUAL AIDS; *LIBRARY MATERIALS; *STATE DEPARTMENTS OF EDUCATION; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; INSTRUCTIONAL MATERIALS; REFERENCE MATERIALS
OKLAHOMA

Books and other reference and instructional materials in the State Teaching Materials Library are listed under the major categories of: (1) the service areas of agriculture, distribution, health occupations, home economics, business and office, technical, and trade and industrial education, (2) administration-supervision, (3) adult education, (4) buildings, facilities, and equipment, (5) curriculum development, (6) research, conference reports, etc., (7) student personnel, (8) occupational information, (9) youth organizations, (10) vocational education history and philosophy, (11) audio-visual materials, and (12) reference material lists. (JK)

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[1] This index is cumulated annually beginning with the Fall issue of AIM.

[2] Any document with an MP number is available from EDRS by using the appropriate MP number.

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# SOURCE LIST[1]

ALABAMA
Trade and Industrial Education
State Department of Education
P.O. Box 2847
University, Alabama 35486

ALASKA
Division of Vocational Education
State Department of Education
Pouch F
Juneau, Alaska 99801

ARIZONA
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Future Homemakers of America
412 State Building
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450 N. Grand Avenue
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Adult Division
Modesto Junior College
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1282 Hawthorne Street,
Downey California 90242

Aviation Book Company
565½ West Glenoaks Blvd.
Glendale, California 91202

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California State Department of
Education
721 Capitol Mall
Sacramento, California 95814

Bureau of Industrial Education
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Davis, California 95616

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Fresno, California 93726

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450 North Grand Avenue
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Modesto Junior College
College Avenue
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San Diego, California 92103

San Francisco Home Health Service
410 Arquello Blvd.
San Francisco, California 94118

Vocational Education Productions
California State Ploytechnic
College
San Luis Obispo, California 93401

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[1]A cumulative list of instructional laboratories and agencies that have printed copies of materials for sale.

SOURCE LIST

COLORADO

Colorado State Board for Community Colleges and Occupational Education
207 State Services Building
Denver, Colorado 80203

Denver Public Schools
414 Fourteenth Street
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Department of Business
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Department of Vocational Education
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Colorado State University
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Nursing Section
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Division of Elementary and Secondary Education
Colorado State Department of Education
Denver, Colorado 80203

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Curriculum Center
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One Parkland Drive
Darien, Connecticut 06820

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Ft. Lauderdale, Florida 33310

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Home Economics Section
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Tallahassee, Florida 32304

Publication Section
State Department of Education
Room 271
Knott Building
Tallahassee, Florida 32304

School Plant Management Section
State Department of Education
Tallahassee, Florida

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American Association for Agricultural Engineering and Vocational Agriculture
Agricultural Engineering Center
Athens, Georgia 30601

Coordinator's Office
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Agricultural Engineering Building
Athens, Georgia 30601

Department of Home Economics Education
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Boise, Idaho 83702

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620 North Michigan Avenue
Chicago, Illinois 60611

American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

American Society of Radiologic Technologists
645 N. Michigan Avenue
Chicago, Illinois 60611

American Technical Society
848 East 58th Street
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Association of Home
Appliance Manufacturers
20 North Wacker Drive
Chicago, Illinois 60606

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Northern Illinois University
DeKalb, Illinois 60115

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Pi Omega Pi
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Edwardsville, Illinois 62025

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P.O. Box 544
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Department 703 Public Relations
7401 Skokie Boulevard
Skokie, Illinois 60076

Curriculum Resource Center
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Chicago, Illinois 60606

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19-27 North Jackson Street
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Public Instruction
316 South Second Street
Springfield, Illinois 62706

Super Market Institute
200 East Ontario Street
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345 Merchandise Mart Plaza
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Terre Haute, Indiana 47809

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Wichita, Kansas 67211

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Augusta, Maine 04330

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Baltimore, Maryland 21202

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2441 North Calvert Street
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National Council on Medical Technology Education
9650 Rockville Pike
Bethesda, Maryland 20014

U.S. Public Health Service
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7915 Eastern Avenue
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Baker Avenue
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